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Full Name of Author — Nom complet de l'auteur

7 RANDOLPH PAUL HILLIER

Date of Birth — Date de naissance

JAN. 16/48

Country of Birth — Lieu de naissance

CANADA

Permanent Address — Résidence fixe

GENERAL DELIVERY
BARRHEAD, ALBERTA
T0G 0E0

Title of Thesis — Titre de la thèse

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1979

Name of Supervisor — Nom du directeur de thèse

DR. J.H. BALDERSON.

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THE UNIVERSITY OF ALBERTA

TEACHER AIDES: TRAINING, UTILIZATION AND SATISFACTION

by

Ⓒ RANDOLPH PAUL HILLIER

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE

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THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "Teacher Aides: Training, Utilization and Satisfaction" submitted by Randolph Paul Hillier in partial fulfilment of the requirements for the degree of Master of Education.

Balderson

Supervisor

Mary J. Nixon

Date Sept. 19, 1979

ABSTRACT

This exploratory descriptive study regarding teachers and teacher aides addressed the following four questions:

1. What are the perceptions of aides regarding the training they receive and the training they should receive?
2. What are the perceptions of teachers regarding the training they receive on the topic of aides and the training they should receive?
3. Do teachers and aides differ in their perceptions of the actual and preferred activities performed by aides?
4. Is there a difference in the perceptions of teachers and aides regarding the degree of satisfaction they have for a number of selected job-related items?

Data was gathered by means of survey questionnaires from teachers and aides in the elementary schools of an urban school system in Alberta. Responses regarding 47 activities performed by aides and levels of satisfaction with 26 job-related items formed a substantial part of the data collected.

With respect to question one, the results indicate that aides were not receiving pre-job orientations. Aides received at least one inservice session during the year and indicated that orientation and inservice sessions should be made available to aides. The aides reported that teachers should be trained in the use of aides. They also indicated that the most important topic for future inservices for aides was "tasks and responsibilities of aides."

With respect to question two, fifty percent of the teachers indicated that they had attended at least one inservice during the year. They reported that aides need training and that inservices should be made available for teachers and for aides. The most important future inservice topic for aides as indicated by teachers was "child development."

With respect to question three, the perceptions of teachers and aides were similar on the performance by aides of 47 activities. They indicated that aides should be more involved in the performance of the activities. Teachers indicated that aides should be more involved in 55 percent of the activities and aides indicated that they wanted to be more involved in 59 percent of the activities.

With respect to question four, the perceptions of teachers and aides were similar in that aides were satisfied with 25 of the items and the teachers were satisfied with 22 of the items. The aides were dissatisfied with "the ability of substitute teachers to utilize aides." The teachers were also dissatisfied with this item plus "the availability of inservices for teachers and aides" and "the method of assigning aides to teachers." For 20 of the 26 items the perceptions of teachers and aides were similar in all but one, "the method of assigning aides to teachers." For this item the aides were satisfied and the teachers were dissatisfied.

Several implications for administrative practice and future research were noted.

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CHAPTER 1

INTRODUCTION

During the 1960's and early 1970's in the United States, the utilization of non-professional personnel or teacher aides in the classroom was an innovation in education which received considerable attention from the public and educators. The rationale for using aides was that aides would assist teachers in the supervision and instruction of pupils so that teachers could use their energies more effectively (Clark and Clark, 1970:250). Willems, Vaughn and Willems (1975:85-86) listed five reasons why aides were hired:

1) to reduce the number of non-professional tasks required of teachers.
2) to reduce high pupil-teacher ratio.
3) to encourage and facilitate innovative organizational patterns and instructional techniques, such as team teaching, non-gradedness, and multi-media instruction that lead to greater individualization and personalization of learning.
4) to provide students from culturally different backgrounds and lower socio-economic levels, more appropriate and relevant adult models.
5) because the E.S.E.A. of 1965 and the E.P.D.A. of 1967 made funds available for this purpose.

For one or more of these reasons, school systems in the United States began to hire or increase their hiring of aides for the schools. In Canada, the innovation of utilizing aides also developed and the practice of hiring aides grew.

By 1970 in Alberta, the number of aides and the functions they performed had increased. The Alberta Teachers' Association (ATA) (1978:216-217) described several thrusts in education that encouraged school boards to extend the possibilities for using non-certified paid personnel in the schools. These thrusts were: a) professional pay for the services of teachers resulted in a search for less costly clerical personnel to perform duties that were not central to the teaching function; b) provincial government grant ceilings on educational expenses and the establishment of the foundation program to equalize educational services to an acceptable standard across the province resulted in school boards looking at the use of aides as a way to reduce expenses and to increase the efficiency of professional teaching output; and c) federal government intervention through a series of programs provided funding for specific target goals and groups to which school boards responded by devising "means of obtaining funds for education via this new, non-educational, funding source" (ATA, 1978:216).

For many school systems the innovation of using aides has become an accepted practice. While much of the public interest in aides has decreased, the financial and educational pressures on school boards have continued and in some cases the pressures have increased as a result of declining enrolments. Therefore, research in the training, use, and satisfaction of aides, and the training and satisfaction of the teachers who use the aides can be of benefit to administrators and educators.

This study was thus conceived and conducted to help alleviate the lack of empirical knowledge.

The Problem

The purpose of this study was to investigate the training, utilization, and satisfaction of aides in an urban school system.

Specifically, the study was concerned with the following questions:

1. What are the perceptions of aides regarding the training they receive and the training they should receive?
2. What are the perceptions of teachers regarding the training they receive on the topic of aides and the training they should receive?
3. Do teachers and aides differ in their perceptions of the actual and preferred activities performed by aides?
4. Is there a difference in the perceptions of teachers and aides regarding the degree of satisfaction they have for a number of selected job-related items?

Definition of Terms

The personnel assigned to assist classroom teachers serve various functions and as a result they have come to be identified with almost as many names or titles as the number of functions they serve.

For searching the Educational Resources Information Centre (ERIC), the descriptors Paraprofessional School Personnel, Teacher Aides, and School Aides were suggested by Ian Templeton (1972:9). Paraprofessional School Personnel was the broadest term and the most useful for retrieving research materials from ERIC. The descriptor Teacher Aides was the next most useful term and School Aides the least used (Templeton, 1972:9). The variety in terminology has been explained in part by the Canadian Education Association (1975:6) when it stated:

> The terminology describing paid aides seems to have changed somewhat also, with "auxiliary personnel" being the current most favoured term for referring to non-teaching assistants in general. Some school boards have dropped the words "teacher aide", partly in order to get across the idea of a general helper who may be called upon to do an infinite variety of tasks throughout the school but also to underline the fact that the aide is not doing the work of a teacher.

For the purpose of this study the following definition is applicable:

Aides - Persons who are assigned to assist a classroom teacher on a full or part-time basis and are paid for their services.

Organization of the Thesis

This chapter has included some background information to the study, a statement of the problem, and a definition of the terms used in the study.

Chapter two contains a review of the relevant literature on: a) the training of aides and of teachers; b) the activities performed by aides; c) the job satisfaction of teachers; and d) some factors that may influence the job satisfaction of aides.

The methodology of the study is summarized in Chapter three, together with the design of the two questionnaires, the details of the population selected, and the collection and treatment of the data.

Chapter four is devoted to data analysis. The responses of teachers and aides regarding their training are presented. This is followed by a comparison of the responses of aides and teachers to the actual and preferred activities performed by aides. The extent of aide and teacher satisfaction with a number of selected job-related items is examined as well as the results of t-tests and factor analyses of the responses. The results of Pearson product-moment correlation tests and t-tests which were utilized to examine whether significant relationships existed between the background information of the teachers and of the aides, and their extent of satisfaction with a number of job-related items, concludes the chapter.

In Chapter five the results of the study are summarized, and implications of the study are presented.

CHAPTER 2

REVIEW OF THE RELEVANT LITERATURE

The addition of aides to school staffs for the purpose of providing assistance to teachers has become an accepted practice in many school systems in the United States and Canada. The literature pertaining to aides is limited in five ways. First, there are surveys identifying school districts that employ teacher aides and the way in which those aides are utilized. Secondly, there are reports based on how a specific school or school district has implemented a program involving aides. Thirdly, few studies have attempted to determine the perceptions of teachers and aides regarding their training. Fourthly, no studies have been found to date that attempt to determine the job satisfaction of aides; and lastly, there is little Canadian research available on aides.

As a result of these limitations, the review of literature is primarily aimed at drawing together the commonalities and differences in the information on:

1) the training of aides and of teachers who have aides;
2) the activities performed by aides;
3) the job satisfaction of teachers; and
4) some factors that may influence the job satisfaction of aides.

Training

The inclusion of an aide in a classroom to assist a teacher raises an important question regarding the training of aides and the training of teachers in the use of aides. Canady and Seyforth (1972: 102) addressed the issue of whom to train when they stated:

> . . . a question which must be answered is whether professionals' expectations of paraprofessionals should be accepted and paraprofessionals trained to meet these expectations, or whether teachers should be trained to expect from paraprofessionals those tasks which research indicates to be most effective and useful in the school setting.

The question of whom to train has not been answered to date since it is a policy question involving value judgments (Canady and Seyforth, 1972:102). Most of the literature reviewed on teacher aide programs places the emphasis on training the aides.

The Training of Aides

The use of aides as a class of educational personnel had "evolved somewhat haphazardly" (National Education Association, 1970:5). As a result there are variations in the training programs for aides. Bowman and Anderson (1971:8) maintained that the causes for the variations in training programs for aides were the "availability of funds" and the "access to and cooperation with a local institution of higher learning."

Shank and McElroy (1970:20-21) identified three types of training situations. They stated that universities were advantageous for training aides in that experts and facilities were available. A second type of training situation was that of educational personnel conducting in-school sessions where the content could reflect the school environment. However, they identified the best area of training as a combination of in-school training led by the school personnel with higher education staff as consultants.

Although post-secondary institutions have been involved in the formal training of aides, most of the training of aides has been on-the-job with some inservice training. Mitchell (1973:14) in his research concluded that:

> . . . most of the literature surveyed dealing with existing teacher aide programs reports the use of pre-job orientation participated in by administrators, cooperating teachers, and aides followed by regularly scheduled in-service training. It would appear, however, that the bulk of training comes in on-the-job situation, with most of the aide's tasks being assigned by and carried out under the direct supervision of the teacher.

In Canada there exists a basic difference of professional opinion regarding the necessity of formal training courses. This is pointed out by Dillon (1974:37-41) who cited the opinion of the British Columbia Teachers' Federation (1971) which maintained that since aides were involved in instruction-related activities, a basic program should be established for aides to acquaint them with fundamental learning theory, educational psychology, and general control and instruction methods.

In contrast to this opinion, the Manitoba Teachers' Society (1972) stated that since the role of auxiliary personnel was diverse:

> . . . it is neither practical nor desirable to require them to complete formal college level preparation courses and become certificated as auxiliary school personnel.

Some Canadian colleges have been offering courses and programs to train aides.

Dillon (1974:31) noted that in 1973, 1,200 people were spending between one and three years training as Library Technicians, Educational Resource Technicians and Community Education Workers in Ontario. A one year course for Staff Assistants was available at Vancouver City College according to Hunt (1971) as cited by Baker

(1976:40). In Alberta, Red Deer College in Red Deer and Grant MacEwan College in Edmonton were offering training programs for aides. Despite this training, according to Balderson and Nixon (1976:4), there were few trained aides available:

> . . . although the proportion of trained aides is relatively small at present, it seems probable that the growing interest of colleges and potential trainees in teacher aide programs will result in more trained aides available to school systems.

Until such time as local school systems have available sufficient numbers of trained aides and employ them, the school systems will bear the major responsibility for the training programs used.

Dillon (1974:41) reported that teachers' organizations from coast to coast in Canada agreed on the need for in-school training of auxiliary personnel. As Mitchell (1973:14) concluded, the training programs for aides that did exist consisted mainly of pre-job orientations and regularly scheduled inservice training.

The content of pre-job orientations could consist of an opportunity for the teacher and aide to meet and discuss different aspects of their jobs. This was suggested by A. Shanker, former president of the United Federation of Teachers, New York City (1973:18), when he said that teacher and aide:

> . . . need an opportunity to talk to each other about sharing responsibilities before they step into the classroom. This important relationship shouldn't have to begin the first day of school in front of a roomful of kids.

Cussons (1973) as cited by Baker (1976:40) suggested that the orientation include a clear definition of the aide's role, basic information, ethics and pupil needs. Dean (1977:16) stated that in Arkansas, pre-job sessions were used by the teacher to instruct the aide in the presentation of teacher-prepared lesson plans and to coordinate special skills of the paraprofessional into existing lesson plans.

The Manitoba Teachers' Society (MTS) (1974:8) maintained that the teacher was the key person in preparing auxiliary personnel for successful work in the school. According to the MTS it was important that time was allocated for the orientation which included: a discussion of the aide's role; an introduction to the staff; a familiarization with the school plant and facilities; a briefing on aide conduct and community needs and values; an introduction to students; a sharing of the teacher's philosophy and approach to teaching; plus a discussion of MTS policy on auxiliary personnel.

At the school level, orientations offer the teacher and administrator the opportunity to familiarize the aide with the different facets of the aide's job and with the organization and school in which the aide will be working. Once the aide has commenced work, inservice training would be the form of training available to the aide.

The literature suggests various formats of inservice training. Some teacher aide programs included orientations as part of pre-service training which was distinct from inservice sessions. Other programs included orientations and pre-service sessions under the general title of inservice. The format of training was generally decided by the school system.

Though the format of inservice programs varied from system to system there were some factors that were suggested for incorporation in an inservice program for aides. Clark and Clark (1970:253) cited

Devita's (1968) list of factors to be considered in aide programs as including

1. Your district's organization and philisophy.
2. District forms and procedures.
3. Suggestions for coping with classroom problems.
4. Grooming and personal discretion.
5. Suggestions for handling judgment situations.

The literature suggests that inservice programs for aides are usually made available to aides as a means of training aides in a systematic way and relieving some of the training burden from the teacher. The number of inservice sessions offered during the year varied as did the content and setting. The differences in the training programs for aides also existed in the training programs for teachers in the use of aides.

The Training of Teachers

The addition of an aide to a classroom to assist the teacher creates a new situation for the teacher, one for which the teacher is not trained. Saunders, Ferguson, Wright and Olivero (1975:31) found only one university which was making "a concerted effort to help aspiring teachers learn to use aides." Clark and Clark (1970:251) quoted Professor J.L. Stevens of the University of Houston in his address to an Elementary School Principals' Convention:

> If you get teacher aides, don't expect your teachers to know automatically how to use them. They'll need training. In fact, it takes almost as much training for the teachers as for the aides.

The traditional role of teachers changes when they are assisted by aides. Sweet (1975:8) addressed the new role of aided teachers when he stated:

> Working with a paraprofessional places teachers in a new role, one for which there usually has been no formal training. Instead of the traditional training and role of being exclusively responsible for the education activities of a classroom of students, the teacher is expected to function in a new role as a supervisor, trainer, and reevaluator of another adult as well. It is an expanded role which requires additional skills.

The Alberta Teachers' Association (1978:219) position paper took a similar view when it stated:

> After years of working in relative isolation, teachers are now asked to interact individually and as a group with other, non-certificated adults, in the classroom and school setting. Neither by training nor experience have some teachers gained all the skills required for successful delegation of non-professional tasks to aides.

Canady and Seyforth (1973:101) referred to a United States national survey (1968) which found that teachers felt their greatest need for inservice training was learning to work with paraprofessionals effectively. To this end the National Education Association (1970:12) suggested that training programs for classroom teachers be designed to prepare the teachers for their new roles:

> a) to redefine the traditional self-contained classroom and to help the teacher adjust to the new roles of diagnostician, prescriber, and supervisor of a supportive staff; b) to teach managerial skills, such as using time, space, and resources effectively, expanding the range of activities, upgrading teaching methods and concepts, and evaluating the work of paraprofessionals; and c) to develop human relation skills which will enable the teacher to work successfully with a supportive staff, to share responsibilities and pupil affection, to establish rapport with paraprofessionals, to communicate and interpret tasks to be performed by the paraprofessionals, and to accept a new role with a sense of security.

The National Education Association has outlined the nature of the training program for teachers. Clark and Clark (1970:255) stressed the importance of the systematic training of teachers and aides:

> . . . while there are many factors that contribute to a successful instructional aide program, too much emphasis cannot be placed on the careful and systematic training of both teachers and aides.

Summary

This review of the literature on the training of aides and teachers revealed four themes. First, there is a need to train aides and to train teachers in the use of aides. Second, post-secondary institutions have been involved to a limited extent in the training of aides and teachers. The responsibility for the training programs for teachers and for aides rests with the school system which provide the inservice training. Third, inservice training for aides consists mainly of pre-job orientations followed by inservice sessions during the year. The preparation of teachers for their new role in the classroom was the main criterion for training teachers. Inservice training for aides and teachers should be carefully planned and systematic. Fourth, the major responsibility for the training of aides rests with the classroom teacher.

These four themes contributed to the development of the questions by the researcher on the training of aides and of teachers.

Activities

Enns (1974:22) made a relevant comment as to the difficulty delineating the activities to be performed by aides when he stated:

> There are sharp differences of opinion, however, as to the kinds of activities it would be suitable for paraprofessionals to perform. That is not surprising since there is no commonality of perception as to the meaning of teaching or as to the role of the teacher.

Dillon (1974:33) reported that teacher organizations across Canada differed as to the acceptable duties to be performed by auxiliary personnel. They were united, according to Dillon, in their determination of what aides were not to do -- diagnosis, prescription, implementation and evaluation. These four areas were the core of the professional task and were not to be usurped by auxiliary personnel. Halbert (1972:3) described the teacher's role as consisting of five functions; a diagnostician, a prescriber, a co-ordinator, a curriculum specialist, and a researcher. Halbert maintained that any teacher that used aides for these purposes was very unprofessional. The Merimack Education Center of Massachusettes guidebook for trainers (1972:11) stated that the teacher's role was defined by law and that of the aide was not. Only the teacher was legally certified to conduct and supervise teaching activities. Therefore, the work of the aide must be carried on under the supervision of the teacher.

Many of the authors' views on the role of the aide were similar to Bowman's (1970:35) who stated that the aide's role was "relieving the teacher of many time-consuming, routine duties and thus freeing him to teach." The approach to be taken in establishing the activities that aides are to perform has elicited diverse points of view.

Enns (1974:23) expressed a general point of view when he stated that:

> . . . there is widespread agreement that within broad guidelines set by the school system, the nature of the relationship to be established between the teacher and his aide and the assignment of duties is best left to be worked out by the individuals involved.

Enns (1974:25) continued to say that a report compiled by the Intermountain Division Association of the Manitoba Teachers' Society on a differentiated staffing project in Gilbert Plains (1972) pointed out that teachers preferred to have someone else set up an approved task list for them to follow. The Educational Service Bureau (1966:17) stated that formulating lists of approved and disapproved tasks for which teacher aides may or may not be used can be considered "a barren approach to the job of improving instruction." However, the Bureau did state that lists of duties can have merit if a large-scale teacher aide program was being introduced, a small program was rapidly expanding or when aides were performing tasks beyond the clerical, housekeeping kind and were working directly with children.

There were other variables that must be considered in determining duties and responsibilities of aides. Calvin (1975:4) outlined types of instructional programs, grade levels, achievement of the students, prior experiences of the aides and the school's orientation toward aide training.

Establishing a list of activities that may be performed by aides was, according to Hilyer (1972) as cited by Dillon (1974:33), a pressing need of educational organizations in all jurisdictions in the 1970's. Many school systems and authors have produced lists of aide activities which are too numerous to be presented here. However, a limited number have been included to present the scope of lists available.

Dillon (1974:34) referred to Dr. H.G. Hedges (1973) from the Ontario Institute of Secondary Education who has prepared a "Taxonomy of Teaching Functions" in which he suggested over 400 various activities either performed or expected of auxiliary personnel in schools. The Manitoba Teachers' Society (1974:12-14) suggested a list of auxiliary personnel activities that included: 11 clerical activities, 8 classroom and administration activities, 13 general non-instructional activities, 4 audio-visual activities, and 15 instructional-related activities for a total of 51 activities. Kaplan (nd:20-21) developed a hierarchy of activities whereby the teacher decided, based on the competency of the aide, when and what activities the aide performed. The hierarchy consisted of five levels of activities from the lowest to the highest level or from the simplest to the most complex. The activity levels were housekeeping, clerical, material, planning and instruction, and evaluation. Harris (1971) as cited by Templeton (1972:3) divided paraprofessional work into clerical, housekeeping, instructional, motivational, and integrated duties. Johns and Glovinsky (1970:3) constructed a taxonomy that divided paraprofessional tasks into two main categories with subdivisions; a) noninteracting (performing with things rather than with persons) subdivided into house-keeping, clerical, and technical, and b) interacting (performing with either children or adults) subdivided into clerical, monitorial and tutorial.

Even with a multiplicity of lists available to guide the teachers in deciding what activities their aides will perform, it appears that the aides are performing mainly clerical or housekeeping activities, according to Kelly (1970:29) and Baker (1976:47). Many educators have addressed the situation where aides are utilized in performing mainly clerical or housekeeping activities. One of these educators, Harold Jepson (1974:5) a Superintendent of Schools and president of the Conference of Alberta School Superintendents referred to this situation when he stated:

> . . . if teaching aides or paraprofessionals are to be effective and if teachers themselves, are to be more effective, it will no longer be sufficient for aides to merely do the clerical work and the chores.

Aides may be performing more than clerical or housekeeping activities. Balderson and Nixon (1976:2) reported that the study they conducted at the first Alberta Teachers' Aide Conference (1976) revealed that of the eight tasks aides said they performed frequently, there were three materials-centered activities: duplicating materials for teachers, preparing displays, and keeping classroom materials in order. The other five tasks were student-centered activities: supervising a class for a few minutes, helping individual students, taking charge of a small group, providing information to teachers about individual students, and taking students on trips. What aides are presently doing in the classroom and to what extent they are performing tasks other than clerical can only be determined by continued research.

Summary

In conclusion the teacher determines the activities that the aide will perform in the classroom. There are numerous lists available which can give direction to the teacher and the aide. Though the lists may include hundreds of activities an aide may perform, the results of studies revealed that aides have been performing mainly clerical or housekeeping activities. This trend may be changing according to a recent study by Balderson and Nixon (1976).

Job Satisfaction

A recent review of the literature on teacher satisfaction was contained in E.A. Holdaway's report, Satisfaction of Teachers in

Alberta with their Work and Working Conditions (1978). Therefore, the section of this chapter on teacher satisfaction will rely heavily on Chapter two of Holdaway's report.

Research into the literature indicated that no studies have been located that attempt to determine the job satisfaction of aides. Despite this lack of information, the views of some authors with respect to the teacher-aide relationship have been included in an attempt to identify some factors that may influence aide satisfaction.

There does not appear to be a single all-inclusive definition of job satisfaction. For the purposes of this study Hoppock's definition (1935) as cited by Hoy and Miskel (1978:120) is applicable. He defines job satisfaction as any combination of psychological, physiological, and environmental circumstances that cause a person to say, "I am satisfied with my job."

Teacher Job Satisfaction

Many attempts have been made to discover the determinants of job satisfaction in the teaching profession. Holdaway (1978:14-30) reported the findings of a number of studies that attempted to identify the sources of job satisfaction (satisfiers) and job dissatisfaction (dissatisfiers).

Sergiovanni (1967) found that for teachers, the satisfiers were recognition, responsibility and the opportunity for achievement in work itself, but not by promotion opportunities or interpersonal relationships. Savage (1967) found that a teacher satisfier was the interpersonal relationships with students.

Wickstrom (1973) found that the four most significant determinants of job satisfaction among teachers which included school building administrators were, in order of ranked importance, a sense of achievement, the work itself, good interpersonal relationships with subordinates (usually students) and responsibility. The important sources of dissatisfaction were lack of achievement, poor school policy and administration, unfavourable working conditions and adverse effects of the job on one's personal life.

For beginning teachers Hewitson (1975) found that professional satisfaction which was a result of achieving autonomy was associated with higher levels of decisional participation and supervision.

In the Francoeur study (1963) of Quebec lay teachers, it was found that the perceived factors that were likely to produce high satisfaction were helpful and stimulating leadership and supervision in the form of personal or technical assistance.

Holdaway (1978:24) stated that Lortie (1975) had done the most definitive work on teachers and teacher satisfaction. Lortie cited a U.S. National Education Association study that found that a majority of respondents identified students as a source of satisfaction. In his own study of Florida teachers, Lortie (1975) found that sources of teachers' satisfaction were classroom and student events. Lortie (1975:104) concluded from his study that, "we would therefore expect that much of a teacher's work motivation will rotate around the conduct of daily tasks -- the actual instruction of students."

In concluding his research of the literature on teacher job satisfaction Holdaway (1978:32) stated that:

> Almost all teachers seem to obtain their greatest reward and satisfaction from "reaching" students instructionally and interacting with them as individuals. Given the relative isolation

> of most teachers' work in their classroom setting, this find is perhaps not surprising.

Therefore, a relevant question for research is: What happens to the job satisfaction of teachers whose relative isolation is broken by the introduction of an aide?

Teacher-Aide Relationship and Aide Job Satisfaction

Enns (1974:16) referred to the Maillet study of teacher aides in Kent County (1970-72) which concluded that "the level of work satisfaction increased as a result of having teacher aides" for elementary teachers. However, this will not be the case if the teacher and aide are unable to establish an amiable working relationship. A teacher who is unsure of her new role may perceive the aide as a threat. Brighton (1972:14) warned that, "once a teacher feels her position of authority is threatened, a great deal of her teaching time will be spent in rationalization and defensive activities." Much of the literature on teacher aides offers suggestions to ensure a successful working relationship between teacher and aide.

Willems, Vaughn and Willems (1975:88) suggested that teachers be involved in the selection of their aides to ensure compatibility between aide and teacher. The Manitoba Teachers' Society (1974:21), the Alberta Teachers' Association (1978:220) and other teacher organizations support this view as well. Clark and Clark (1970:252) cited the University of Minnesota's Office of New Careers suggestions for a successful aide program which included:

1. A clear-cut hierarchy of authority.
2. A variety of tasks for aides to do.
3. A chance to feel part of the agency.

4. Meaningful inservice training.

For Brighton (1972:13) the key to a successful teacher-aide relationship was free communication, flexibility of tasks and trust.

An attempt was made by the Educational Service Bureau (1966: 32-33) to offer suggestions to increase job satisfaction for aides. The six suggestions offered by the Bureau were:

1. See to it that each aide's job is interesting and rewarding. Never permit a teacher to regard an aide as convenient cheap labor.
2. Let them deal with children. This is both for their satisfaction and for the benefit of the children.
3. Provide the best inservice training and education possible. This will indicate to the aides that the school thinks their job important.
4. If an aide has a special skill such as those in art or music, give her an opportunity to use that skill.
5. See to it that aides are given assistance in areas that are often a major source of difficulty -- such as in problems of student control.
6. Let them know they are making a contribution -- and something about the extent of the contribution.

A study conducted by Balderson and Nixon (1976:3-4) found that aides expressed a number of concerns about their job. First, the aides felt that "there was a need in every school to continually 'prove' that aides would not detract from the autonomy of the teacher and would be content to confine their activities to those tasks designated by the teacher." Second, the aides expressed two related concerns about their role:

> . . . the ill-defined role, and school by school variation in the definition, was the cause of much frustration. Aides also felt that guidelines from individual teachers, principals and school boards varied too much.

From the Balderson and Nixon study, and from examining the previous information on the teacher-aide relationship, it may be possible to suggest some factors that may influence aide satisfaction.

Some of the factors that may influence aide job satisfaction are suggested. There is a lack of role clarification for aides which may lead to teachers' perception of aides as threats. The need to train aides for their role in the class is another factor; this can be accomplished through inservice training. Two other important suggestions are that there should be open communication between members and that aides should perform a variety of tasks, especially those involving child-related activities. Finally, it is suggested that aides be made to feel an important part of the school organization which suggests that aides have an identification with the staff.

Summary

The review of relevant literature in the first section centered on the need to train aides and teachers in the use of aides, the formal and inservice training of aides and the inservice training of teachers in the use of aides.

The next section centered on the activities aides may perform in the classroom. It was shown that numerous lists of aide activities have been produced. Studies have shown that most aides perform mainly clerical or housekeeping tasks. A recent study found, however, that aides were also performing other tasks.

The literature on teacher job satisfaction was reviewed through a recent report by E.A. Holdaway. It was concluded in the report that teachers received their greatest reward from their interaction with students.

Finally, the literature pertaining to the teacher-aide relationship was reviewed in an attempt to determine some factors that may influence the job satisfaction of aids. As a result seven factors were forwarded.

CHAPTER 3

Introduction

This chapter includes a discussion of: 1) the procedures followed in gaining permission to conduct the study; 2) the instrumentation; 3) the characteristics of the respondents who participated in this study; 4) the procedures used in data collection; and, 5) a brief description of the statistical techniques used in analyzing the data.

Permission to Conduct the Study

The Edmonton Roman Catholic Separate School District Number Seven was approached by the researcher for permission to conduct a study using their aides and teachers. The location, the size and characteristics of the population, the time to conduct the study, and the expected percentage of returns were factors taken into consideration in choosing this particular district. Mr. A. Trepanier, the Assistant Director of Personnel Services, sanctioned the study and provided a letter of authority and a list of aides and their schools. (Appendix A)

Instrumentation

The instruments used in this study for the collection of data were two questionnaires: one for the teachers and one for the aides (Appendix B). These questionnaires, each consisting of four parts, were developed for this study by the researcher.

Sources of Questionnaire Items

Part one of the questionnaire was designed for the purpose of collecting important background information from the respondents.

Items considered important for this study were age, sex, education, grade level assignment, years of experience, aides per teacher, the hours aides work per teacher, and the selection of aide and teacher partners. With this information, it was possible to draw a profile of the respondents and conduct analyses of the data.

Part two of the questionnaire was designed to determine what training teachers had received on the use of aides and what training aides had received. Open-ended questions were included to seek responses concerning the necessity of training for teachers and the training for aides. A review of the literature led to the development of questions on preservice orientations and inservice workshops or sessions. Questions on topics for future aide inservices and on reference materials utilized in the training of aides were developed by the researcher.

In selecting appropriate activities for Part three of the questionnaires, a list of suggested activities was used. (Appendix C) This list was distributed to teachers in the Edmonton Separate System by the Early Childhood Services (ECS). In addition five activities for which aides were not responsible were included from a list developed by Wetty and Wetty (1976:16). These five "teaching" activities were representative of activities that would be categorized as the professional responsibility of teachers, diagnosis, prescription, implementation and evaluation (ATA, 1978:218 and MTS, 1974:24).

Part four of the questionnaires contained 26 items that were designed to determine the degree of satisfaction as perceived by aides and teachers. The items were developed by the researcher to cover the following areas: inservice training and consultant availability, the teacher/aide relationship, aide characteristics in the classroom such as ability, cooperation, qualifications; the relationship of aides with substitute teachers; and the administration of aides.

Pilot Study

As a pilot study, the teacher questionnaire was distributed to several teachers in two different school systems. From their responses revisions were effected on the questionnaire. The aide questionnaire was distributed to five aides from two different school systems who attended the Fourth Annual Teacher Aide Conference held at Grant MacEwan Community College on February 2, 1979. A revision was made as a result of their ensuing suggestions and comments.

The Population

Aides:

Using a recent list of non-certificated personnel prepared by the office of the Assistant Director of Personnel Services, 61 persons were identified as being employed as School Aide I. This designation meant that these persons could be utilized as classroom aides. An attempt was made to telephone the principal of each school having School Aide I. The purpose of the phone call was threefold: 1) to establish whether the School Aide was assigned to a specific classroom teacher; 2) to inform the administration of the purpose of the study; and, 3) to seek permission to enter the school to deliver personally the questionnaires to the School Aides and their teachers. As a result of the phone calls which were made at the end of February, it was established that 38 aides were directly involved in the classroom on a full or part-time basis. The remaining 23 School Aides were classified by the schools in which they were employed as either clerical, library, or general school aides and were not included in this study. With permission given by the administration of each school, the questionnaires were delivered to the 38 aides and their teachers in 34 schools.

Teachers:

A listing of School Aides led to an approximation of the number of teachers who had aides. From the initial phone call to the schools and delivering the questionnaires to the aides, 41 teachers were identified as having an aide. As with the aides, an attempt was made to hand deliver the questionnaire, inform the teachers of the purpose of the study, and give instructions about the questionnaire pick-up.

Data Collection:

The data were collected from the members of the population by the use of questionnaires. In order that reminders could be relayed to the respondents, the questionnaires were numbered according to the list of schools provided by the Assistant Director of Personnel Services. In the majority of cases, the questionnaires were delivered by the researcher to the respondents with instructions to leave the sealed envelopes with the school secretary at the end of one week. In those cases where it was impossible for the researcher to see the aide or the teacher, the questionnaires and instructions were left with the school secretary or an administrator.

Forty-one teacher questionnaires and thirty-eight aide questionnaires were distributed to thirty-four schools on March 2 and 5, 1979.

At the end of one week for each respective date, 70 percent of the questionnaires were collected. In order to improve the rate of return, the school secretaries were contacted. Messages were left for the teachers and aides requesting them to complete and leave the questionnaires with the secretary to be collected by the researcher. In some cases, requests were made for the questionnaires to be mailed. By telephoning the schools, the rate of return was increased to 88 percent for teachers and 90 percent for aides. This information is presented in Table 1.

Table 1

Questionnaire Returns

Item Description	Teachers		Aides	
	f	%	f	%
Number in population	41	100	38	100
Number of returns	36	88	34	90
Number of usable returns	33	81	30	79

Of the returned questionnaires, seven could not be used in this study. The reason for rejection included: a newly hired aide did not feel competent to reply; one teacher and one aide response were received too late to be included in the data; and, two teacher and two aide responses were considered too incomplete to be of any value.

Treatment of the Data

The participants' responses were coded and submitted to a keypunch operator at the University of Alberta for transfer onto IBM data cards. Most of the subsequent data processing was carried out on the University computer.

1. Measurement Level

The Likert scale is an ordinal measurement which assumes equidistance between categories on the scale. The questionnaire used in this study utilized a Likert scale, with the data represented in numerical form (i.e. the numbers 1, 2, and 3) for the activities section and numbers 1 through 7 for the satisfaction section of the questionnaire.

2. t-tests

The correlated t-test was used to test the mean differences of paired samples. For example, the t-test was used in this study to test for significant differences between the mean scores for the actual performance of activities and the preferred performance of activities as perceived by aides.

The two-tailed t-test of independent samples was used to test for significant differences when only two groups were being compared. For example, in this study the two-tailed t-test was used to test for significant differences between the mean scores of teachers and the mean scores of aides for the actual performance of activities performed by aides.

3. Pearson product-moment correlations

Pearson correlation was used to examine the relationship between two variables. For example, the Pearson correlation was used to examine the relationship between the age of teachers and the level of teacher satisfaction with a number of job related items.

4. Factor Analysis

Factor analysis was used to analyze scores on a large number of variables in order to determine whether there were clusters of variables which could be identified. For example, a factor analysis was conducted on the satisfaction responses for aides on the 26 job-related items in an attempt to find clusters of the items.

Summary

This chapter contained a discussion of the instruments used to obtain the data, the characteristics of the population, the procedures used in collecting the data, and a brief description of the statistical techniques used to analyze the data.

CHAPTER 4

RESULTS OF ANALYSIS

Introduction

This chapter contains a description of the background information of the population and a detailed presentation of the perceptions of aides and teachers regarding their training, the utilization of aides, and their job satisfaction. More specifically, this chapter contains the responses of aides and teachers regarding teacher training in the use of aides and the training of aides. The written responses of aides and teachers to a number of questions on training have been included. This is followed by a presentation and comparison of the responses of aides and teachers regarding the actual activities and the preferred activities performed by aides. The responses of aides and teachers to a number of items concerning job satisfaction have been presented as well as a comparison of their responses. Factor analyses were conducted on the aide responses and the teacher responses for job satisfaction to determine if clusters of items existed. Finally, the results of t-tests and Pearson product-moment correlations are presented. These tests and correlations were conducted to examine whether significant relationships existed between the background variables of the respondents and the level of satisfaction of teachers and aides.

Description of the Population

Age and Sex:

An examination of Table 2 reveals that 51 percent of the teachers were between 20 and 29 years of age, and 30 percent of the aides were in the same age group. Table 2 also shows that all the aides were female.

Table 2

Distribution of Respondents by Age and Sex

Item	Teachers (N = 33)		Aides (N = 30)	
	f	%	f	%
Age:				
20-24	7	21	7	23
25-29	10	30	2	7
30-34	3	9	9	30
35-39	3	9	2	7
40-44	6	18	5	17
45-49			2	7
50-54	4	12	2	7
55-59			1	3
Sex:				
Male	2	6		
Female	31	94	30	100

Education

As shown in Table 3, a high school diploma was the most commonly reported highest level of education among aides with 43 percent of them reporting in this category.

Table 3

Distribution of Aides by Highest Level
of Education Attained
(N = 30)

Level of Education Attained[a]	f	%
Four years of university	1	3
College graduate	3	10
One to two years of college	7	23
High school diploma	13	43
Less than a high school diploma	5	17

[a] One aide reported being "educated in another province".

Table 4 shows that the Bachelor of Education was the most commonly reported highest qualification with 55 percent of the teachers reporting in this category.

Table 4

Distribution of Teachers by Highest Level
of Education Attained
(N = 33)

Level of Education Attained	f	%
Doctorate	1	3
Master's degree	1	3
Two or more Bachelor's degrees	1	3
Bachelor's degree and teaching diploma	10	30
Bachelor of Education	18	55
Three years of university[a]	1	3
Two years of university[a]	1	3

[a] Or equivalent

Experience

Table 5 displays the levels of school-work experience of aides; 57 percent of the aides were in their first two years of employment with their present system and 60 percent were in their first two years of assignment to their present school.

Table 5

Distribution of Aides by Years of Experience
(N = 30)

	Total[b]		In Present System		In Present School	
Years of Experience[a]	f	%	f	%	f	%
6	1	3				
5	3	10	3	10	3	10
4	2	7	2	7	2	7
3	4	13	5	17	4	13
2	6	20	6	20	4	13
1	11	37	11	37	14	47

[a] Present year (1978-79) was counted as a full year.

[b] Three cases missing, (n = 27)

Table 6 presents the levels of experience for teachers: 54 percent of the teachers were in their first five years of employment with their present system and 91 percent were in their first five years of assignment to their present school.

Table 6

Distribution of Teachers by Years of Experience
(N = 33)

	Total		In Present System		In Present School	
Years of Experience[a]	f	%	f	%	f	%
Over 20	3	9				
11-20	5	15	5	15		
6-10	10	30	10	30	3	9
3-5	10	30	9	27	9	27
2	4	12	4	12	7	21
1	1	3	5	15	14	42

[a] Present year (1978-79) was counted as a full year.

Grade Level Assignment

An examination of Table 7 shows that 67 percent of the aides were presently assigned to a kindergarten class, while 61 percent of the teachers were presently assigned a kindergarten class.

Table 7

Distribution of Teachers and Aides
by Grade Level Assignment

	Teachers (N = 33)		Aides (N = 30)	
Grade Level	f	%	f	%
Kindergarten (K)	20	61	20	67
K/1 (split)	6	20	3	10
K/2 (split)	1	3		
K/7 (split)	1	3		
K/6			1	3
K/7			1	3
K/9	1	3	1	3
1	1	3		
1, 2, 3	1	3	2	7
3-9	1	3	1	3
4-8			1	3
4-9	1	3		

Aides Per Teacher

When teachers and aides were questioned about the aides' assignments, 97 percent of the teachers responded that they were assigned one aide and three percent responded that two aides were assigned to them. The aides responded that 90 percent of them were assigned to one teacher, while the remaining 10 percent reported being assigned to two teachers.

Hours Worked by Aides

The hours per week that aides worked for teachers is displayed in Table 8. For simplicity of presentation the actual numbers provided in the responses have been categorized.

Table 8

Distribution of the Responses of Teachers and Aides for the Hours Worked by Aides

	Teachers (N = 33)		Aides (N = 30)	
Hours Per Week	f	%	f	%
0-17.5 hours	9	27	8	27[a]
17.5 hours	10	30	12	40[a]
17.5-40.0 hours	14	42[b]	10	33[a]

[a] One aide reported working for a second teacher in this category.

[b] One teacher reported a second aide working the hours of this category.

Table 8 shows that over 70 percent of the teachers and aides reported that aides worked 17.5 or more hours per week.

Selection of Partner

The placing of an aide and a teacher in a classroom team relationship presents a situation in which there is a great potential for role and personality conflict. Open communication between teacher and aide is an important element in maintaining a successful team relationship. The literature supports the involvement of teachers in the selection of their aide as a step towards minimizing classroom conflict. As Willems, Vaughn and Willems (1975:88) stated:

> Teachers who work in a team relationship with teacher aides should certainly be included in the selection process, for it is the teachers who work most intimately with these teacher aides on a daily basis.

In this study, the involvement of teachers and aides in the selection of their partner was surveyed. Teacher and aide responses are presented in Table 9.

Table 9

Distribution of Teachers and Aides in the Selection of Partner

	Teachers (N = 33)				Aides (N = 30)			
	No		Yes		No		Yes	
	f	%	f	%	f	%	f	%
Selection of Partner	23	70	10	30	29	97	1	3

The teachers' responses indicated that 30 percent of the teachers were involved in the selection of their aide. The aides' responses indicated that only three percent of the aides were involved in the selection of their teacher.

Profile of the Respondents

It was found that 60 percent of the aides and teachers were under 34 years of age. With the exception of two teachers, all of the respondents were female. The most commonly reported highest level of education was a Bachelor of Education for teachers and a high school diploma for aides. Most of the teachers and aides were assigned to a Kindergarten class where the commonest ratio of aide to teacher was 1:1. The aides and teachers reported that most aides worked 17.5 or more hours per week to a maximum of 40 hours. The responses of teachers and aides indicated that some teachers (30%) were involved in the selection of their aide but that only one aide selected her teacher.

TRAINING

Perception of Aides

One of the purposes of this study was to reveal the perceptions aides had of the training (orientation and inservices) they received and their perceptions of the training aides and teachers should receive.

Orientation Sessions

An orientation session presents the opportunity for new aides to be introduced to their teachers, schools, administration and staff. In this session new aides can be familiarized with their responsibilities, the philosophy, expectations, and facilities of the school. In this way the aides can be made to feel a part of the staff. The aides in this study were asked if a school should offer aides an orientation session: 93 percent of the aides responded in the affirmative.

A follow-up question for the aides responding in the affirmative was: ". . . should the orientation session be offered before or after the aide commences work?" Table 10 presents the responses of the aides.

Table 10

Distribution of the Responses of Aides for the Timing of Orientation Sessions (N = 30)

	Distribution of Responses[a]			
	No		Yes	
Timing of Orientation	f	%	f	%
Before	1	3	23	77
After			4	13

[a] Two aides reported that orientation sessions were not necessary.

These responses revealed that over 75 percent of the aides reported that orientation sessions should be offered before the aide commences work.

A question to determine whether or not aides had attended an orientation session at their present school revealed that 87 percent of the aides had not attended a session. The 13 percent of aides who had attended an orientation session were asked to report about the person who had conducted the session. The following persons were reported as having conducted a session: a teacher and principal, a teacher, a consultant, and a school librarian. One aide included the following comment: "A secretary and the teacher showed me around. I found that approximately one half hour session enough." The aides who attended these sessions were also asked to indicate if their teacher was present at the session; four aides reported that their teacher was present.

Summary

In general, it appears that orientation sessions were not a formal part of introducing a new aide to the school. The aides agree that the sessions should be offered before they commence work. Though the number of aides attending an orientation session at their school was small, their responses concerning the person conducting the session showed that teachers were not always involved in the orientations.

Content of Orientation Sessions

The aides who attended orientation sessions were asked to describe the content of these sessions. The following details were reported:

> Where materials were kept, A.V. room, laminating machine and its operation. Outline of the job, the lunchroom, and an introduction to the other staff members.
>
> Procedures in classroom-interest centers (explained). Teacher's expectations, my duties, and where all the facilities were to be found.
>
> Layout of the school. Facilities available. Times children in and out of school.
>
> When I first came here I was introduced to my teacher. She showed me the classroom and how to work the machines. That's it.

Summary

It appears from these descriptions that the consistent theme throughout the orientation sessions was the introduction of aides to the machines and facilities of the school.

Inservices

In an attempt to determine the training that aides received during the school year, the aides were asked a number of questions about inservices. The responses of aides indicated that 70 percent of the aides had received some form of inservice training. These aides reported that of the inservices attended 15 were conducted by a consultant, four sessions were conducted by a teacher and eight were conducted by "Others", which included a session given by a psychologist, one by the Grant MacEwan Conference for Aides, and one inservice given by the School Board for clerical staff. In some instances, more than one person conducted the session; for example, a teacher and a consultant.

It appears from these responses that inservices were available and that aides generally were attending them.

The aides were asked whether their teacher was present at these inservices, and over 80 percent reported that their teacher was not present. When the aides were asked when they last attended an inservice, 76 percent reported the present year (1978-79); 19 percent reported last year (1977-78), and four percent reported three years ago (1976-77).

An attempt was made to determine the content of these inservices. The aides were asked to comment on what was covered in the sessions they had attended. The following comments were reported:

> As I am half days and attend university full time afternoons, I was only able to be at the morning lecture. The speaker was a psychologist and all the ladies I spoke to felt she spoke down to us, and therefore was a waste of time. I agreed, but for me it was also a repeat of psychology courses at the University of Alberta.
>
> Children the Challenge by Dr. Dreikers (this topic was reported by four aides.)
>
> How to handle discipline problems.

The workshop covered setting up learning centres for Kindergarten children.

Story-telling, gym techniques.

We were taken to an E.C.S. classroom where we were shown a film on bulletin boards and our duties in the classroom were discussed.

Introduction on aides in general, disabled children and on Language Arts at Grant MacEwan College. Seven week course "Children the Challenge" with Dr. McDougal as guest speaker.

Speeches by a psychologist and a member of educationally handicapped society. Also workshop on activity centres.

Interest centers -- how they develop the mind, where they fit in the education system. Effective ways of working with children.

Child guidance and discipline -- excellent course.

Summary

The content of the inservices tends to indicate that aides are being exposed to a variety of topics.

Training for Teachers and Aides

The questionnaire for aides included three questions designed to elicit opinions on teacher and aide training. The questions are presented with the distribution of responses and the comments of aides who responded to the question.

Teacher Training in the Use of Aides

The aides were asked the question; "Should teachers receive training in the use of aides?" Table 11 presents the responses of the aides.

Table 11

Distribution of the Responses of Aides on the Training of Teachers (N = 30)

	Distribution of Responses[a]			
	No		Yes	
Item	f	%	f	%
Teaching Training	3	10	26	87

[a] One case missing, N = 29.

The responses as presented in Table 11 indicate that the aides are generally in favor of teachers receiving training in the use of aides.

For the purpose of presentation, the aides' comments have been grouped according to the aides' years of experience.

Aides with one year of experience:

> So they understand the proper use of aides.
>
> Because the teacher would have an idea that the aide is not a person that does the odd job, but to help the children.
>
> Some teachers have never worked with aides.
>
> Become informed as to certain skills aides may have -- ideas for the use of aides -- ways of helping them develop skills.
>
> Develop better working conditions. Better aide-teacher relations.
>
> Many don't know what the aide is able to do.
>
> Teachers should be aware of what duties are required of an aide before the aide begins employment. It would avoid confusion and save time.

> I think each individual teacher and each individual aide is capable of working out an acceptable working relationship by themselves.

Aides with two years of experience:

> Maybe not training but they should be aware we are not secretaries, we can do a lot if asked.
>
> At any time it is difficult to give orders and I feel it would be beneficial for teachers to be more tactful and accept our ideas more. This training could and should involve a half day.
>
> To know what is expected of aides.
>
> To utilize aides most effectively and to understand some of the problems aides may encounter.
>
> Because some teachers do not know how to to make use of their aide to their potential.
>
> To know what expectations to have of each other.

An aide with three years of experience:

> Because he or she may have never had an aide. Will not know what our expectations, abilities, and legal rights are.

Aides with five years of experience:

> They really have no idea how to use them.
>
> They do not know what aides are expected to do and capable of doing.

An aide with six years of experience:

> Necessary for first year teachers who have no experience with aides.

Summary

The aides' comments may be generally grouped into three categories: teacher inexperience in the utilization of aides;

teacher inability to utilize aides to their full potential; and weaknesses of teachers in establishing a positive aide/teacher relationship. The aides indicated that the training of teachers in the use of aides could help the teachers improve in the three categories given.

Aides Accompanying Teachers to Inservices

The team relationship between teacher and aide can be extended beyond the classroom to include aides accompanying their teachers to inservice sessions or workshops. The aides in this study were asked whether they agreed with this concept or not. Their responses are presented in Table 12.

Table 12

Distribution of the Responses of Aides
on Accompanying Teachers to Inservices
(N = 30)

	Distribution of Responses			
	No		Yes	
Item	f	%	f	%
Aides Accompanying Teachers	4	13	26	87

Table 12 shows that the overwhelming number of aides were supportive of aides accompanying their teachers to inservices. The aides' comments have been included.

Aides with one year of experience:

It's good to know why your teacher is doing certain things and it helps to understand what she wants.

Become familiar with each other. Information can be beneficial to both.

The idea is to work together.

So you can work on the same wave length and also get each others opinion on the workshop.

It would be an advantage in that both aides and teachers could participate and discuss the meetings together.

It helps to understand and to work with the teacher in educating the students. The teacher many times introduces a point or topic or subject and we work as a follow-up. I feel teacher and aide must work together to achieve the same goal, "educating the student".

The subjects dealt with are, in the main, more to do with teaching and teaching methods and not with course preparation or classroom help.

It is important that aides accompany teachers to inservice sessions, but even more important that teachers come to the same inservices as the aides on issues that must be handled jointly in the classroom so that you can support each other.

Aides with two years of experience:

In working together to plan classes it helps both to be together on thoughts, aims, etc.

We are as much a part of the classroom as they are. We work with the children and therefore should be aware of innovations, new methods, child handling, etc.

So they both receive the same information.

It would depend on the teacher's feelings about this.

Aides should be aware of what teachers have to do in order to be more useful to them.

We have to work together.

To know learning ideas teachers will use and know how to aid her/him in preparation of such.

Aides with three years of experience:

> To develop a better understanding of the classroom atmosphere and it is a good learning experience.
>
> Occasionally, depending on nature of inservice. Some teachers may resent having aides with them all the time.

Aides with four years of experience:

> Because we both work together, we then know what is expected of us.

Aides with five years of experience:

> You can both use the information given at inservices as you are both in the classroom working together.
>
> They are working with the teacher and benefit considerably by knowing what and why the teacher is doing.

An aide with six years of experience:

> So the teacher does not have to come back to the school and explain what was discussed etc.

Summary

The common theme throughout the aides' comments was the concern about the classroom team relationship. The aides indicated that accompanying their teachers to inservices should be an extension of the team relationship; learning together at inservice sessions would help the team in the classroom.

Inservice Training for Aides

The questionnaire given to the aides contained the following question, "Should training sessions be made available for aides?" The aides' responses to this question are displayed in Table 13.

Table 13

Distribution of the Responses of Aides
on Training Sessions for Aides
(N = 30)

	Distribution of Responses			
	No		Yes	
Item	f	%	f	%
Training Sessions for Aides			30	100

Table 13 clearly indicates that the aides support training sessions being made available for aides. The comments of those aides who responded to this question are included.

Aides with one year of experience:

> To make them more comfortable in their job.
>
> Beneficial regarding the preparation of materials, preparing games, materials for storytelling like puppets etc.
>
> Because it gives the aides an idea of what to expect, and the effectiveness of aides.
>
> To further their ability to handle all class situations.
>
> There are always new and more effective ways.
>
> I believe this is very important. An aide should know what is required of her/him. She/he would learn how to use the various equipment in the schools; how best to help the teacher and ease her/his workload.
>
> To help them understand their work better.
>
> Any additional information a person can learn about their area of work is helpful.
>
> To teach them how to use the various machines and materials.

Aides with two years of experience:

> Inservices a couple per year. I don't feel an aide needs a one or two year course.
>
> There are some now, however, they are scheduled in the afternoon and this is unfair for us half day morning workers. They assume we have no afternoon obligations. If I had free afternoons I would work full time, as it is I wish I could attend inservices.
>
> Orientate them to classroom procedure.
>
> So that the aide will know what is expected of them.
>
> To understand the children better.
>
> There are many details that could be brought to the attention of an aide, that just might not occur in daily child care.

Aides with three years of experience:

> A new aide will need concrete instruction, and won't probably know how to handle too many children at once.
>
> Training sessions are valuable for improving aide/pupil contact.

An aide with four years of experience:

> There are many new and different ideas one picks up and uses.

Aides with five years of experience:

> ECS aides work in the classroom. A teacher has four years of training, an aide should have some sort of training to prepare them.
>
> So they can learn about their children in class.

Summary

The aides generally viewed training sessions as learning experiences. The aides believed that the sessions should help them to use the equipment and teaching materials and to understand and handle the students.

Training Materials

In an attempt to identify the extent to which training materials were being utilized in the classroom, the following question was included in the aides' questionnaire:

> In your training as an aide, did you or your teachers use any guides, outlines, textbooks, handbooks, etc. regarding the training, tasks and responsibilities of aides? For your assigned teacher please describe briefly the materials utilized.

The aides reported that 40 percent of them had used training materials. The comments given by the aides were as follows:

> ECS guidebook, information sheets, lesson plan books, activity books.
>
> Handout given at inservice by school board.
>
> I was trained at Grant MacEwan but had no training sessions with the teachers I've been assigned to.
>
> We received a booklet describing the duties of an aide which in my opinion should be revised in the near future.
>
> Textbooks on Ukranian/English speaking.
>
> Page 40, Guide for Aides in Teacher's Handbook.
>
> Materials on nutritious and balanced meals.
> Materials on children's activities, games, centers.
>
> ECS - basic principles from Children the Challenge by Dreikers.
>
> Teachers Assistant Guide sheet supplied by the school board.
>
> A small handout from the ECS office was sent to the school.

Summary

It appears from the aides' comments that the most commonly used training material was the list of tasks and responsibilities for teacher assistants included in the Early Childhood Services (ECS) guidebook. The relevant pages from this guidebook (pp. 40-41) have been appended (Appendix C).

Future Inservices

For the question "What should be covered in future inservices or workshops for aides?", the aides were asked to rank selected topics in order of importance by placing a number from 1 to 7 in a rank order column, with 1 being the most important and 7 being the least important. Table 14, shows that the aides chose "Tasks and responsibilities of aides" as the most important topic and "Library and filing techniques" as the least important. Frequency means were used to determine the ranking.

Table 14

Means and Frequencies of Importance Accorded
by Aides to Seven Future Inservice Topics
(N = 30)

Items	Frequencies							Means
	1	2	3	4	5	6	7	
Tasks and responsibilities of aide	12	4	3	4	2	4	1	2.87
Child development	5	5	10	5	3	2		3.07
Children's games, musical activities and classroom materials, etc.	6	6	6	6	3	2	1	3.13
Student learning disabilities	2	9	4	4	4	3	4	3.80
Duplicating, audio-visual equipment techniques	3	3	5	2	4	10	3	4.43
Student supervision	2	2	1	8	10	3	4	4.57
Library and filing techniques		1	1	1	4	6	17	6.13

Suggested Future Inservice Topics

The aides were asked to suggest other topics that should be covered in future inservice sessions or workshops. The comments of the aides who responded to this question are included.

An aide with one year of experience:

> Workshops on how to prepare and obtain materials on different centers.

An aide with two years of experience:

> Student discipline -- how to and when to react, the principal should make the aide aware of how much authority they have and he should also inform the students.
>
> Understanding students and their learning handicaps -- in most rooms you probably will not have severely handicapped students but when you do they require special help and understanding any learning handicaps, however minor, do require extra patience etc.

An aide with two years of experience:

> Art -- a short course on simple drawing techniques.
> Nutrition -- an inservice by home economists would be helpful.

An aide with three years of experience:

> A definite job description outlining the duties of an aide.

An aide with five years of experience:

> Art activities.

Summary

Though the number of suggestions were few, it appeared that aides were requesting a variety of topics applicable to their individual situation. Of particular note was an aide with three years experience who requested a definite job description.

Perception of Teachers

One of the purposes of this study was to determine the perceptions of teachers regarding the training they receive on the topic of aides and their perceptions concerning the training teachers and aides should receive.

Inservice Training

Table 15 shows the attendance of teachers at inservice sessions or workshops on the topic of aides.

Table 15

Distribution of the Responses of Teachers on Their Attendance at Inservices (N = 33)

	Distribution of Responses			
	No		Yes	
Item	f	%	f	%
Teacher Attendance	17	52	16	48

An examination of Table 15 reveals that 48 percent of the teachers have attended an inservice on the topic of aides. These teachers were asked to complete subsequent questions regarding the inservices they had attended.

The teachers who had attended a training session were asked to indicate the person who had conducted the session: 94 percent of the teachers reported that a consultant had conducted the session; the remaining six percent reported a teacher was in charge.

The teachers were asked a subsequent question to determine if their aide had been in attendance: 88 percent reported their aide had not been present. The next question asked the teachers to indicate when they had last attended an inservice on the topic of aides: 93 percent reported this year (1978-79); seven percent reported last year; and none reported attending an inservice three years ago. Without exception the teachers reported that in the inservice they had attended the topic had been the duties and responsibilities of aides.

Summary

In summary, the responses of the teachers indicate that approximately one-half of the teachers had attended one inservice this year (1978-79) on the topic of aides. It appears, however, that only six percent of the teachers had attended an inservice last year. The availability of inservices on the topic of aides does not appear to be an annual event.

Training for Teachers and Aides

The questionnaire for teachers included three questions designed to elicit opinions on teacher and aide training. The questions are presented with the distribution of responses and the comments of teachers who responded to the question.

Teacher Training in the Use of Aides

The teachers were asked to respond to the question, "Should teachers receive training in the use of aides?" The teachers' responses are presented in Table 16.

Table 16

Distribution of the Responses of Teachers
on Teacher Training
(N = 33)

Item	Distribution of Responses			
	No		Yes	
	f	%	f	%
Teaching Training	1	3	32	97

An examination of Table 16 shows that the great majority of teachers were in favour of teachers receiving training in the use of aides.

The comments of the teachers who responded to this question have been included. The comments have been grouped according to the teachers' years of experience.

A teacher with one year of experience:

> Definitely, many of the things an aide can do for you are so obvious that they are often missed.

Teachers with two years of experience:

> To give more ideas on how to use aides.
>
> Gives exposure to the various duties and means by which you can utilize the aides' resources.
>
> To assist in clarifying the duties of an aide, what their (aides) training has prepared them for, etc.
>
> Sometimes it is difficult to know our bounds in " bossing" others.

Teachers with three years of experience:

But only as suggested ways of using an aide. Every teacher has her own needs when having an aide.

Or guidelines.

Maybe necessary to know what they can, can't, should, shouldn't be doing.

Some basic ideas should be shared.

I was not aware of what to expect from an aide, consequently I kept doing what she was supposed to be doing.

Teachers with four years of experience:

To know what is expected of aides.

Because they are working together, the teacher and aide should have a clear job definition of each other's responsibilities.

It will help to know what aides are expected to do.

Teachers with five years of experience:

In order to use your aide efficiently.

To enable the teacher to fully utilize the aides and to understand what the aides can do.

Teachers with six years of experience:

To give guidance as to how to use your aide for maximum assistance.

I feel a handbook on the duties of an aide would be sufficient.

Some teachers do not understand how to utilize their aide to the fullest capabilities.

A teacher with seven years of experience:

Teacher and teacher aide should both experience job satisfaction so it would be advantageous if duties of a teacher aide could be more explicitly set out.

Teachers with eight years of experience:

> Share ideas on activities and responsibilities aides can do.
>
> To best utilize the aide and to be fair in treatment of them.
>
> So a teacher knows how to fully utilize an aide's assistance in the classroom.

A teacher with nine years of experience:

> Teachers are not aware of the different things they could ask the aide to do.

A teacher with eleven years of experience:

> Then teachers and aides would be better able to identify more precisely the role of the aide.

A teacher with thirteen years of experience:

> Teachers learn how to best utilize talents of aide and time allotted.

A teacher with seventeen years of experience:

> Preconceived notions of aide duties may be faulty.

Teachers with twenty or more years of experience:

> To understand their qualifications and abilities.
>
> To gain the maximum aid that aides can provide.
>
> I would like to hear how I could best utilize her help.
>
> It would help the teacher to know what to expect from an aide.
>
> To make the most efficient use of aides and to realize what use can be made of aides.

Summary

Regardless of the teachers' experience which ranged from one to twenty or more years, the teachers indicated that they wanted training in the use of aides so that they would understand the aides' role and how to fully utilize aides.

Aides Accompanying Their Teachers to Inservices

In order to determine teachers' perceptions on aides accompanying them to inservices, the question "Should aides accompany their teachers to inservice sessions or workshops?" was included in the questionnaire. The teachers' responses to this question are reported in Table 17.

Table 17

Distribution of the Responses of Teachers on Aides Accompanying Teachers to Inservices (N = 33)

	Distribution of Responses			
	No		Yes	
Item	f	%	f	%
Aides Accompanying Teachers	1	3	32	97

An examination of Table 17 shows that teachers support aides attending inservices with their teachers. The teachers' comments in response to this question have been included.

Teachers with two years of experience:

> So both are aware of the information given.
>
> It helps the aides further their understanding of the ECS program, philosophy and activities.
>
> So that both the aide and the teacher receive the information, may discuss it between themselves and hopefully this will assist them in building their working relationship.

Definitely. They are working with the children just as much as we are almost, they should be trained as well.

Teachers with three years of experience:

So we don't have to go back to the school and repeat all the ideas we want to implement.

Because the aide is always receiving all inservice material second-hand. Sometimes the inservice material would be more useful if both teacher/aide were present.

Teachers with four years of experience:

So they both receive same information.

This depends on the topic of the inservice. Some are not appropriate to what the duties of the aide are. However, "make and take" sessions, A-V instruction, etc. would be valuable for aides.

This will help both aide and teacher to know the specific role of each other.

Teachers with five years of experience:

In order that the aide understands what the teacher does in the classroom and the reason why.

Many ideas are presented and with two people absorbing these ideas, many more can be brought back to the classroom to be used.

Teachers with six years of experience:

I think it is important that there is communication between teacher and aide as to what is expected of each other.

Subject content of teacher workshops are not suitable for aides.

An aide and teacher should work as a team. Being exposed to the same inservices facilitates this.

Teachers with eight years of experience:

There should be some inservices where both attend to form a common working base. Some workshops should be separate when applied strictly to work areas.

The teacher would not have to explain what she wanted done.

A teacher with nine years of experience:

Depending on topic matter.

A teacher with eleven years of experience:

They would become more familiar with different ideas and techniques which might be useful to them. As well sometimes so many ideas are introduced it is difficult to remember them all. Two heads are better than one and an aide might have a different perspective.

A teacher with thirteen years of experience:

Both parties understand in what areas they can best work together.

Teachers with twenty or more years of experience:

Broaden their base of understanding.

To gain ideas.

We're a team working with our group of children. One just has to repeat what one has learned to the other.

Both would receive the same information.

Cooperation would result in better understanding.

Summary

The teachers were in favor of their aides accompanying them to inservices as a learning experience. The teachers indicated that teachers and aides should gain the inservice information together since they worked together in the classroom.

Training Sessions for Aides

Table 18 shows the teachers' responses to the question "Should training sessions be made available for aides?

Table 18

Distribution of the Responses of Teachers
on the Availability of Training Sessions for Aides
(N = 33)

	Distribution of Responses			
	No		Yes	
Item	f	%	f	%
Training Sessions for Aides			33	100

An examination of Table 18 shows that all the teachers support training sessions being made available for aides. The teachers' comments concerning this question have been included.

A teacher with one year of experience:

> Beside the obvious one of knowing how to operate certain machines, it is often beneficial if the aide knows more about the particular group of children she's working with.

Teachers with two years of experience:

> Aides should be ready to assist immediately upon assignment. It takes too much of the teacher's time (especially in a case where she needs an aide) to explain how to print letters, operate machines, and run through duties.
>
> An aide without experience and/or training can be, in my view, just an added responsibility -- must be trained by the teacher. Also aides with training can participate in planning and developing curriculum -- they are a resource person.

A teacher with three years of experience:

> Right now I feel that anyone can get a job as an aide -- whether they know anything at all about kids or a classroom.

Teachers with four years of experience:

> Orientate them to classroom procedure.

Often times the aide is not clear of her duties (i.e. is she responsible for teaching children) and a clearly defined summary of responsibilities is not only important, but also necessary.

A teacher with five years of experience:

To give aides ideas which they can help the teacher both in and out of the classroom.

Teachers with six years of experience:

Subject content directed to meeting their needs, e.g. Training in use of A.V. equipment, Art displays, bulletin board, Child development.

The course "Children the Challenge" is presently being given to my aide. I think it is important that aides have a background in child development as aides play an important role in the class. To the children an aide is another teacher in the room.

To help them gain expertise. To give them a chance to discuss with other aides.

To exchange ideas; talk about problems.

Teachers with eight years of experience:

Aides are working with children and with parents. This requires training for both teachers and aides.

To make them more competent in their job.

A teacher with nine years of experience:

Aides would learn how to work in a classroom, or in a school, how to use equipment and how to work with children.

A teacher with eleven years of experience:

One can never be over-trained for any job. Training sessions should be made available upon employment and refresher courses each subsequent year.

A teacher with thirteen years of experience:

Learn how to use equipment, work with children, keep records, best utilize time.

A teacher with seventeen years of experience:

> Many aides may not know their rights.

Teachers with twenty or more years of experience:

> To give them insight into the best possible way that they can help.
>
> It would give them more confidence and reassurance.
>
> It would give aides some understanding of work involved and training on how to carry out various tasks.

Summary

The teachers totally supported the availability of training sessions for aides as a means of teaching the aides to be more proficient in their jobs. The teachers indicated that aides should learn about machine operation, understanding children, and the duties of aides.

Training Materials

The teachers were asked to indicate whether they used any guides, outlines etc. in training their aide and also to report the materials used.

With regards to the utilization of training materials, 37 percent of the teachers reported that materials were used. These materials consisted in the main of the list of duties and responsibilities supplied by the School District or those found in the ECS Teachers' Guidebook which is appended. The following teachers' comments were reported.

> Printed handout from School Board describing tasks and responsibilities.

Outline of duties of aides distributed by ECS facilitator.

Nothing readily available without in-depth study.

A handout sheet on the responsibilities and tasks of an aide given to us by our consultant.

Since this was my first experience with a teacher aide in the classroom (other than parents) I checked a list of teacher aide tasks in the extended practicum booklet for first year education students that conveniently came out at about the time my aide arrived.

ECS Guidebook.

An inservice of sharing by teachers -- a booklet that has been around for years.

Handout was used that is distributed by ECS (Central Office) defining tasks expected to be administered by aides.

Outline on ways of improving classroom environment (general appearance, particular centers, etc.)

My aide is taking a course from Grant MacEwan College. She has taken an inservice for aides from our school board. Initially, I have told her what I expected from her to do -- manner in which children are handled. She knows my preferences in respect to conduct of children. She is my liaison between parents as I often cannot take school time out to explain or clarify things.

She has been working as an aide in the system.

I've assigned areas that I need help in doing. These included setting up centers, assigning tasks to parents, developing craft ideas, making phone calls.

Initially I had no guides, etc. regarding the training of my aide, however, throughout the year I occasionally received pamphlets from the ECS office on tasks and responsibilities of an aide.

I explained my discipline in the classroom. My expectations of the aide and children, asked her for special interests or things she would like to do in the classroom.

Summary

Though it appears that Central Office materials regarding the duties and responsibilities of aides were available for teachers, 63 percent of the teachers had not utilized the available material.

Future Inservices

For the question "What should be covered in future inservices or workshops for aides?" the teachers were asked to rank a selected number of topics in order of importance by placing a number from 1 to 7 in a rank order column, with 1 being the most important and 7 being the least important. Table 19 shows the frequencies and their means for the teachers' responses.

Table 19

Means and Frequencies of Importance Accorded by Teachers to Seven Future Inservice Topics (N = 33)

Item	Frequencies 1	2	3	4	5	6	7	Means
Child Development	12	11	3	2	1	4		2.42
Tasks and responsibilities of aides	13	5	6	3	3	1	2	2.67
Children's games, musical activities and classroom materials	6	4	9	7	4	3		3.24
Student learning disabilities	1	6	9	5	3	4	5	4.06
Duplicating, audio-visual equipment techniques	2	5	2	5	11	5	3	4.36
Student supervision[a]		1	4	6	10	7	4	4.94
Library and filing techniques		1		5	1	8	18	6.09

[a] One case missing, N = 32.

An examination of Table 19 shows that the teachers chose "Child development", closely followed by "Tasks and responsibilities of aides" as the two most important topics for future inservices for aides. The least important topic was "Library and filing techniques."

Suggested Future Inservice Topics

The following comments were reported by teachers on other topics that should be offered in future inservices.

A teacher with two years of experience:

> Classroom management/discipline techniques.

A teacher with three years of experience:

> The Arts.
>
> How to deal with parents; other staff members.

A teacher with six years of experience:

> Introduction to resources like D.V.S.O. Kit Subject area outlines and goals for grades being worked with -- by consultants (e.g.) the aims and basic theology of the program "In the Beginning" religion.

A teacher with eight years of experience:

> Working with parents, telephone courtesy.

Summary

Though a consensus cannot be drawn from these few comments on topic for future inservices, it is noteworthy that two teachers, one with eight years of experience and one with two years of experience, suggest the topic "working with parents."

Two Viewpoints

A teacher and an aide from different schools volunteered their views on the selection, qualifications, role of the aide, and the teacher-aide relationship. Their comments are presented below.

A teacher with six years of experience:

> I've had two aides. The first experience was a disaster. I didn't feel my aide had the type of personality needed to work with young children.
>
> I've never been consulted before an aide was assigned to me -- or even allowed to interview prospective candidates -- yet an aide and a teacher must work closely together. To me -- an aide's personality is far more important than her training.
>
> She must love children, and be a mature person, interested in life and learning (the children's learning, the teacher's learning and her own learning).
>
> It's also a bad idea to have an aide play more than one role in a school. Some of our aides are secretaries in the morning and aides in the afternoon. This doesn't work. They have to give first loyalty and priority to one role only, because usually neither job is really half time. Unfair.

An aide with two years of experience:

> I enjoy this job; however, I do feel that I am here to work with the teacher as a co-worker and should not be constantly given things to do. After two years I know what is expected and am capable of carrying out my responsibilities. I do not feel my teacher is by any means an ogress but if, through a brief inservice, she was aware that aides can think and act without constant reminders I would be far more satisfied.
>
> I am a fast worker and most requests are filled before being asked, I also stay a great deal longer than is necessary and although I gladly volunteer the extra time it would be nice if my teachers realized just how much I put into this job and how well I do it.
>
> I definitely feel the teachers should have in inservice on aides and that this problem which I am not unique in having (I know through discussion with other aides) could be eliminated.

Activities Performed by Aides

This section of the chapter centers on the comparison of responses regarding the activities performed by aides as perceived by teachers and aides. The activities are grouped into five areas: Clerical Activities; Classroom Maintenance and Administration Activities; General non-Instructional Activities; Instruction-related Activities; and Teacher Activities. The results of teacher and aide responses are presented in terms of percentage of frequency in performing activities. Also t-test results are presented. The t-tests were used to determine the significant differences between the mean scores of the actual and preferred performance of activities performed by aides as perceived by teachers and aides.

Perceptions of Aides

Clerical Activities

As is shown in Table 20 the aides rated "typing, duplicating, preparing stencils and transparencies" as the most frequently performed activity both in the actual category and in the preferred category with 70 percent of the aides reporting. "Filing resource materials" was rated as the second most frequently performed activity with 47 percent of the aides reporting in the actual category and 53 percent in the preferred category.

The least performed activity was "preparing library cards" for which 80 percent of the aides indicated they never performed the activity.

Table 20

Percentage Frequency Distribution of the Responses of Aides for the Actual and Preferred Performance of Clerical Activities Performed by Aides (N = 30)

	Actual Performance (%)			Preferred Performance (%)		
Clerical Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Collecting money[a]	43	40	17	27	53	17
Telephoning on routine matters	27	37	37	7	77	17
Filing resource materials	10	43	47	3	43	53
Keeping inventory of equipment and supplies[a]	47	30	23	10	53	33
Typing, duplicating, preparing stencils and transparencies	3	27	70		30	70
Filing reports	43	43	13	13	67	20
Preparing library cards	80	10	10	43	47	10
Setting up parent-teacher interviews	57	40	3	20	70	10

[a] One case missing, N = 29.

Classroom Maintenance and Administration Activities

Table 21 displays the aides' responses on classroom maintenance and administration activities. In general, the responses show that the aides were frequently involved in the performance of this group of activities. With the exception of "writing assignments on blackboard", all activities in this group were rated by more than 50 percent of the aides as frequently performed in both the actual and preferred categories. "Work with the teacher supervising student work areas" was rated at 90 percent in the preferred category, the most frequently performed activity which was followed by "assisting with coats, and overshoes" with 80 percent, and "distributing and clearing away equipment" with 77 percent of the aides reporting in the frequently preferred category.

General Non-Instructional Activities

An examination of Table 22 shows that the activity "help supervise field trips with the teacher" was the most frequently performed activity with 57 percent of the aides reporting in the actual category and 67 percent in the preferred category. This activity was followed by "taking care of a class for a few minutes while the teacher is called away" for which 55 percent of the aides indicated that they frequently performed the activity and 57 percent preferred to perform the activity.

The least performed activity was "reproducing sound tapes" for which 87 percent of the aides reported in the never actual category.

Table 21

Percentage Frequency Distribution of the Responses of Aides for the Actual and Preferred Performance of Classroom Maintenance and Administration Activities Performed by Aides (N = 30)

	Actual Performance (%)			Preferred Performance (%)		
Classroom Maintenance and Administration Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Writing assignments on blackboard	83	7	10	47	40	13
Supervising clean-up time[a]	10	23	67	3	23	70
Arranging materials for lessons	7	33	60		37	63
Work with teacher supervising student work areas		13	87		10	90
Distributing and clearing away equipment	3	20	77		23	77
Assisting with coats, overshoes	17	3	80	10	10	80
Keeping bulletin boards neat and current	13	27	60	7	33	60

[a] One case missing, N = 29.

Table 22

Percentage Frequency Distribution of the Responses of Aides
for the Actual and Preferred Performance of
General Non-Instructional Activities Performed by Aides
(N = 30)

General Non-Instructional Activities	Actual Performance (%)			Preferred Performance (%)		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Obtain films and related equipment	23	33	43		53	47
Assembling resource collections	47	40	13	20	57	23
Organizing and cataloging resource materials	60	33	7	27	60	13
Taking care of a class for a few minutes while the teacher is called away		47	53	3	40	57
Arrange and supervise games under direction of the teacher	10	63	27	3	50	47
Assisting with routine health tasks	23	53	23	13	70	17
Maintaining order in a regularly-scheduled study hall	67	20	13	47	37	17
Making arrangements for student tours and field trips	30	40	30	10	63	27
Help supervise field trips with the teacher	3	40	57		33	67
Assist in general supervision duties on the playground and in the school	53	33	13	33	50	17
Reproducing sound tapes	87	13		40	60	
Setting up, operating and removing audio-visual equipment	23	53	23	3	73	23

Instruction-related Activities

The aides indicated that with a few exceptions they were not extensively involved in the performance of instruction-related activities as is shown in Table 23. The exceptions were "preparing instructional materials" with 83 percent of the aides reporting that they preferred to perform the activity frequently, "assisting individuals or small groups to follow instructions given by the teacher" with 73 percent of the aides reporting that they preferred to perform the activity and "encourage and promote etiquette and good manners within the school" with 63 percent of the aides reporting in the frequently preferred category.

An extremely low involvement by aides was shown in the activity "provide musical accompaniment" where 97 percent of the aides reported that they never performed this activity.

Teacher Activities

An examination of Table 24 reveals that aides are generally not involved in performing teacher activities and prefer not to be involved. For one activity, it was reported that aides do have some involvement in "deciding on discipline methods." For this activity 30 percent of the aides reported that they were involved occasionally.

Table 23

Percentage Frequency Distribution of the Responses of Aides for the Actual and Preferred Performance of Instruction-related Activities Performed by Aides
(N = 30)

Instruction-related Activities	Actual Performance (%)			Preferred Performance (%)		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Assisting the teacher in the administration of objective tests	53	33	13	27	60	13
Conducting prescribed exercises with individuals or small groups	10	53	37	3	43	53
Assisting individuals or small groups to follow instructions given by the teacher	3	23	73		27	73
Listening to students read orally, record difficulties and report to the teacher	57	23	20	30	40	30
Preparing instructional materials		17	83		17	83
Instruct students in the proper and safe use of tools and equipment[a]	20	50	30	7	53	37
Encourage and promote etiquette and good manners within the school	3	33	63	3	27	70
Listen to students read their own stories	67	27	7	30	53	17
Prepare special demonstrations	43	43	13	20	63	17
Provide musical accompaniment	97		3	50	47	3
Tell or read stories to groups or classes	23	50	27	3	57	40
Assist the teacher in conducting group discussions	37	53	10	27	53	20
Help students locate research and reference materials suggested by the teacher	67	27	7	37	57	7
Act as a volunteer resource person in an enrichment or special interest topic	50	43	7	27	63	10
Assist and encourage students in independent study	33	47	20	23	43	33

[a] One case missing, N = 29.

Table 24

Percentage Frequency Distribution of the Responses of Aides for the Actual and Preferred Performance of Teacher Activities Performed by Aides (N = 30)

Teacher Activities	Actual Performance (%)			Preferred Performance (%)		
	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Make daily lesson plans	73	23	3	53	43	3
Decide on discipline methods	60	30	10	50	37	13
Make subjective entries in student records	77	13	10	53	37	10
Introduce a math concept to a class	83	17		70	20	10
Set criteria for a subjective test	93	7		70	30	

Summary

Of the clerical activities, the aides indicated that they were least involved in "preparing library cards" and that "typing, duplicating, preparing stencils and transparencies" was the activity they most preferred to do.

The aides showed that they were highly involved in the classroom maintenance and administration activities, with the exception of the activity "writing assignments on blackboard." The activity the aides indicated that they most preferred to do was "work with teacher supervising student work areas."

The aides' responses indicated that the most preferred activity of the general non-instructional activities as "help supervise field trips with the teacher." The activity that the aides least wanted to do was "organizing and cataloging resource materials. Few aides reported that they were presently "reproducing sound tapes."

The aides indicated that they wanted to "prepare instructional materials" but that they didn't want to "provide musical accompaniment" except occasionally. Of the instruction-related activities, "provide musical accompaniment" was the least performed activity.

The aides indicated that, generally, they were not doing teacher activities.

Perceptions of Teachers

In this section the responses of teachers to the actual and preferred performance of activities by aides are presented in Tables 25 through Table 29.

Clerical Activities

Table 25 displays the teachers' responses to the performance of clerical activities by aides. The activity most frequently performed by aides was "typing, duplicating, preparing stencils and transparencies" for which 82 percent of the teachers reported in the actual category and 79 percent in the preferred category. The teachers perceived aides as being least involved in the activities "setting up parent-teacher interviews" and "preparing library cards."

Table 25

Percentage Frequency Distribution of the Responses of Teachers for the Actual and Preferred Performance of Clerical Activities Performed by Aides (N = 33)

	Actual Performance (%)			Preferred Performance (%)		
Clerical Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Collecting money[a]	46	39	15	21	49	27
Telephoning on routine matters	21	36	42	9	46	46
Filing resource materials	15	49	36		49	52
Keeping inventory of equipment and supplies	42	52	6	9	61	30
Typing, duplicating, preparing stencils and transparencies		18	82		21	79
Filing reports	52	42	6	36	55	9
Preparing library cards	79	12	9	73	15	12
Setting up parent-teacher interviews	82	12	6	52	39	9

[a] One case missing, N = 32.

Classroom Maintenance and Administration Activities

An examination of Table 26 reveals the teachers' responses for aide involvement in classroom maintenance and administration activities as being frequently performed with the exception of the activity "writing assignments on blackboard." For this activity 88 percent of the teachers responded that their aides never actually performed the activity and 76 percent of the teachers reported that their aides should not perform the activity.

Table 26

Percentage Frequency Distribution of the Responses of Teachers for the Actual and Preferred Performance of Classroom Maintenance and Administration Activities Performed by Aides (N = 33)

	Actual Performance (%)			Preferred Performance (%)		
Classroom Maintenance and Administration Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Writing assignments on blackboard	88	12		76	21	3
Supervising clean-up time	6	36	58	3	21	76
Arranging materials for lessons	6	46	49	3	36	61
Work with teacher supervising student work areas		24	76		18	82
Distributing and clearing away equipment	6	21	73	3	12	85
Assisting with coats, overshoes	12	21	67	9	18	73
Keeping bulletin boards neat and current	3	27	70	3	15	82

General Non-Instructional Activities

Table 27 displays the responses of teachers for the group of activities classified as general non-instructional. The activity "help supervise field trips with the teacher" was the most frequently performed activity with 67 percent of the teachers reporting in the actual category and 70 percent in the preferred category. The least performed activity was "reproducing sound tapes" for which 79 percent of the teachers reported in the actual category.

Instruction-related Activities

An examination of Table 28 reveals that the most frequently performed activity of the instruction-related activities was "preparing instructional materials" with 82 percent of the teachers reporting in the actual category and 88 percent in the preferred category. The second most performed activity was the activity "encourage and promote etiquette and good manners within the school" for which 73 percent of the teachers reported in the actual category and 79 percent in the preferred category.

The least performed activity was "provide musical accompaniment" followed closely by "assist the teacher in conducting group discussions."

Table 27

Percentage Frequency Distribution of the Responses of Teachers for the Actual and Preferred Performance of General Non-Instructional Activities Performed by Aides (N = 33)

	Actual Performance (%)			Preferred Performance (%)		
General Non-Instructional Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Obtain films and related equipment	30	33	36	3	42	55
Assembling resource collections	30	49	21	21	36	42
Organizing and cataloging resource materials	46	36	18	18	52	30
Taking care of a class for a few minutes while the teacher is called away		70	30		70	30
Arrange and supervise games under direction of the teacher[a]	15	55	30	6	58	33
Assisting with routine health tasks[a]	24	55	21	9	67	21
Maintaining order in a regularly-scheduled study hall	61	24	15	61	21	18
Making arrangements for student tours and field trips	36	33	30	18	46	36
Help supervise field trips with the teacher	6	27	67		30	70
Assist in general supervision duties on the playground and in the school	49	36	15	21	58	21
Reproducing sound tapes	79	21		42	55	3
Setting up, operating and removing audio-visual equipment	15	46	39		52	49

[a] One case missing, N = 32.

Table 28

Percentage Frequency Distribution of the Responses of Teachers for the Actual and Preferred Performance of Instruction-related Activities Performed by Aides (N = 33)

	Actual Performance (%)			Preferred Performance (%)		
Instruction-related Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Assisting the teacher in the administration of objective tests	52	33	15	46	39	15
Conducting prescribed exercises with individuals or small groups	6	49	46	3	42	55
Assisting individuals or small groups to follow instructions given by the teacher		30	70		27	73
Listening to students read orally, record difficulties and report to the teacher	39	33	27	27	39	33
Preparing instructional materials		18	82		12	88
Instruct students in the proper and safe use of tools and equipment	9	46	46	3	42	55
Encourage and promote etequette and good manners within the school	3	24	73		21	79
Listen to students read their own stories	52	33	15	36	39	24
Prepare special demonstrations	39	46	15	15	70	15
Provide musical accompaniment	88	12		46	46	9
Tell or read stories to groups or classes	30	55	15	3	82	15
Assist the teacher in conducting group discussions	30	64	6	24	67	9
Help students locate research and reference materials suggested by the teacher	49	42	9	39	39	21
Act as a volunteer resource person in an enrichment or special interest topic	36	52	12	12	73	15
Assist and encourage students in independent study	12	52	36	6	55	39

Teacher Activities

Table 29 reveals that aides are not extensively involved in teacher activities. The one exception both for the actual and preferred was the activity "deciding on discipline methods." For this activity 39 percent of the teachers reported that their aides were occasionally performing this activity.

Table 29

Percentage Frequency Distribution of the Responses of Teachers for the Actual and Preferred Performance of Teacher Activities Performed by Aides (N = 33)

	Actual Performance (%)			Preferred Performance (%)		
Teacher Activities	Never	Occasionally	Frequently	Never	Occasionally	Frequently
Make daily lesson plans	94	6		84	15	
Decide on discipline methods	55	39	6	46	49	6
Make subjective entries in student records	79	18	3	67	30	3
Introduce a math concept to a class	79	21		76	24	
Set criteria for a subjective test	94	6		91	9	

Summary

The perception of teachers as to the involvement of aides in a number of activities, indicated that aides were frequently "typing, duplicating, preparing stencils and transparencies." The teachers reported that of the clerical activity, the aides were least involved in "setting up parent-teacher interviews" followed by "preparing library cards."

The teachers indicated that of the classroom maintenance and administration activities, the aides were least involved in "writing assignments on blackboard."

Of the activities classified as general non-instructional, the teachers indicated that the aides were most involved in "helping supervise field trips with the teacher." The least performed activity as perceived by teachers was "reproducing sound tapes."

The most frequently performed instruction-related activity, as perceived by teachers was "preparing instructional materials." The teachers saw the aides as having little involvement in "providing musical accompaniment."

The teachers indicated that aides were generally not performing teacher activities.

Comparison

The Perception of Aides

A correlated t-test was conducted on the mean scores of aides to determine if there were statistically significant differences between the actual performance and the preferred performance of activities. The results of these tests are presented in Tables 30 through 34.

Clerical Activities

As is shown in Table 30, a t-test of mean differences revealed significant differences between the actual and preferred performance for four of the eight clerical activities. In all four instances the aides rated the preferred performance of the activities significantly higher than the actual performance.

Table 30

Comparison of Aide Mean Scores for the Actual and Preferred Performance of Clerical Activities Performed by Aides
(N = 30)

Clerical Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Collecting money[a]	1.75	0.73	1.89	0.67	n.s.
Telephoning on routine matters	2.10	0.80	2.10	0.48	n.s.
Filing resource materials	2.36	0.66	2.50	0.57	n.s.
Keeping inventory of equipment and supplies[a]	1.76	0.81	2.24	0.63	***
Typing, duplicating, preparing stencils and transparencies	2.66	0.54	2.70	0.46	n.s.
Filing reports	1.70	0.70	2.06	0.58	**
Preparing library cards	1.30	0.65	1.66	0.66	**
Setting up parent-teacher interviews	1.46	0.57	1.90	0.54	***

[a] One case missing, N = 29

*p ≤ .05

**p ≤ .01

***p ≤ .001

Classroom Maintenance and Administration Activities

A significant difference was found between the mean scores for the actual and preferred categories for one item, "writing assignments on blackboard." In this instance, as is shown in Table 31, the aides rated the preferred performance significantly higher than the actual performance.

Table 31

Comparison of Aide Mean Scores for the Actual and Preferred Performance of Classroom Maintenance and Administration Activities Performed by Aides (N = 30)

Classroom Maintenance and Administration Activities	Actual Performance		Preferred Performance		Significant Difference
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Writing assignments on blackboard	1.26	0.64	1.66	0.71	***
Supervising clean-up time[a]	2.62	0.66	2.69	0.54	n.s.
Arranging materials for lessons	2.53	0.62	2.63	0.49	n.s.
Work with teacher supervising student work areas	2.86	0.34	2.90	0.30	n.s.
Distributing and clearing away equipment	2.73	0.52	2.76	0.43	n.s.
Assisting with coats, overshoes	2.63	0.76	2.70	0.65	n.s.
Keeping bulletin boards neat and current	2.46	0.73	2.53	0.62	n.s.

[a] One case missing, N = 29

*p ≤ .05

**p ≤ .01

***p ≤ .001

General Non-Instructional Activities

As is shown in Table 32, significant differences were found between the actual and preferred mean scores for aides in seven of the 12 activities classified as general non-instructional activities. In all seven instances the mean scores for the preferred category were significantly higher than the actual category.

Table 32

Comparison of Aide Mean Scores for the Actual and Preferred
Performance of General Non-Instructional
Activities Performed by Aides
(N = 30)

General Non-Instructional Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Obtain films and related equipment	2.20	0.80	2.46	0.50	*
Assembling resource collections	1.66	0.71	2.03	0.66	**
Organizing and cataloging resource materials	1.46	0.62	1.86	0.62	***
Taking care of a class for a few minutes while the teacher is called away	2.53	0.50	2.53	0.57	n.s.
Arrange and supervise games under direction of the teacher	2.16	0.59	2.43	0.56	**
Assisting with routine health tasks	2.00	0.69	2.03	0.55	n.s.
Maintaining order in a regularly-scheduled study hall	1.46	0.73	1.70	0.75	*

Table 32 (Cont'd)

General Non-Instructional Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Making arrangements for student tours and field trips	2.00	0.78	2.16	0.59	n.s.
Help supervise field trips with the teacher	2.53	0.57	2.66	0.47	n.s.
Assist in general supervision duties on the playground and in the school	1.60	0.72	1.83	0.69	*
Reproducing sound tapes	1.13	0.34	1.60	0.49	***
Setting up, operating and removing audio-visual equipment	2.00	0.69	2.20	0.48	n.s.

*p $\leq$ .05
**P $\leq$ .01
***p $\leq$ .001

Instruction-related Activities

Significant differences were found between the mean scores for the actual and preferred categories for eleven of the fifteen activities classified as instruction-related. In all eleven instances, as is shown in Table 33, the mean scores for the preferred performance were significantly higher than the mean scores for the actual category.

Table 33

Comparison of Aide Mean Scores for the Actual and Preferred Performance of Instruction Related Activities Performed by Aides (N = 30)

Instruction-related Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Assisting the teacher in the administration of objective tests	1.60	0.72	1.86	0.62	**
Conducting prescribed exercises with individuals or small groups	2.26	0.64	2.50	0.57	**
Assisting individuals or small groups to follow instructions given by the teacher	2.70	0.53	2.73	0.45	n.s.
Listening to students read orally, record difficulties and report to the teacher	1.63	0.80	2.00	0.78	***
Preparing instructional materials	2.83	0.37	2.83	0.37	n.s.
Instruct students in the proper and safe use of tools and equipment[a]	2.13	0.69	2.31	0.60	n.s.

Table 33 (Cont'd)

Instruction-related Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Encourage and promote etiquette and good manners within the school	2.60	0.56	2.66	0.54	n.s.
Listen to students read their own stories	1.40	0.62	1.86	0.68	***
Prepare special demonstrations	1.70	0.70	1.96	0.61	**
Provide musical accompaniment	1.06	0.36	1.53	0.57	***
Tell or read stories to groups or classes	2.03	0.71	2.36	0.55	**
Assist the teacher in conducting group discussions	1.73	0.64	1.93	0.69	*
Help students locate research and reference materials suggested by the teacher	1.40	0.62	1.70	0.59	***
Act as a volunteer resource person in an enrichment or special interest topic	1.56	0.62	1.83	0.59	**
Assist and encourage students in independent study	1.86	0.73	2.10	0.75	**

[a] One case missing, N = 29

*p ≤ .05
** ≤ .01
*** ≤ .001

Teacher Activities

As is shown in Table 34, significant differences were found between the actual and preferred mean scores for aides in all of the activities classified as teacher activities. In all five instances, the aides rated the preferred performance significantly higher than the actual performance category.

Table 34

Comparison of Aide Mean Scores for the Actual and Preferred Performance of Teacher Activities Performed by Aides
(N = 30)

Teacher Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Make daily lesson plans	1.30	0.53	1.50	0.57	*
Decide on discipline methods	1.50	0.68	1.63	0.71	*
Make subjective entries in student records	1.33	0.66	1.56	0.67	**
Introduce a math concept to a class	1.16	0.37	1.40	0.67	**
Set criteria for a subjective test	1.06	0.25	1.30	0.46	**

*p ≤ .05
**p ≤ .01

Summary

In summary, the t-test on the mean scores of aides revealed that statistically significant differences existed between the actual and preferred categories for 28 of the 47 activities. The aides preferred to be more involved in all 28 activities.

Perceptions of Teachers

A correlated t-test was conducted on the mean scores of teachers for the actual and preferred performance of activities performed by aides. The results of the t-test are presented in Tables 35 through 39.

Clerical Activities

Significant differences were found between the mean scores for the actual and preferred categories for five of the eight activities classified as clerical. In all five instances as is shown in Table 35 the mean scores for the preferred category were rated significantly higher than for the actual category.

Classroom Maintenance and Administration Activities

As is shown in Table 36, significant differences were found between the actual and preferred mean scores for teachers in four of the seven activities classified as classroom maintenance and administration. In all four instances, the teachers rated the preferred performance category significantly higher than the actual performance category.

Table 35

Comparison of Teacher Mean Scores for the Actual and Preferred Performance of Clerical Activities Performed by Aides
(N = 33)

Clerical Activities	Actual Performance $\overline{X}$	Actual Performance S.D.	Preferred Performance $\overline{X}$	Preferred Performance S.D.	Significant Difference
Collecting money[a]	1.71	0.72	2.06	0.71	**
Telephoning on routine matters	2.21	0.78	2.36	0.65	n.s.
Filing resource materials	2.21	0.69	2.51	0.50	**
Keeping inventory of equipment and supplies	1.63	0.60	2.21	0.60	***
Typing, duplicating, preparing stencils and transparencies	2.81	0.39	2.78	0.41	n.s.
Filing reports	1.54	0.61	1.72	0.62	*
Preparing library cards	1.30	0.63	1.39	0.70	n.s.
Setting up parent-teacher interviews	1.24	0.56	1.57	0.66	***

[a] One case missing, N = 32.

*p ≤ .05
**p ≤ .01
***p ≤ .001

Table 36

Comparison of Teacher Mean Scores for the Actual and Preferred Performance of Classroom Maintenance and Administration Activities Performed by Aides
(N = 33)

Classroom Maintenance and Administration Activities	Actual Performance		Preferred Performance		Significant Difference
	$\bar{X}$	S.D.	$\bar{X}$	S.D.	
Writing assignments on blackboard	1.12	0.33	1.27	0.51	*
Supervising clean-up time	2.51	0.61	2.72	0.51	*
Arranging materials for lessons	2.42	0.61	2.57	0.56	*
Work with teacher supervising student work areas	2.75	0.43	2.81	0.39	n.s.
Distributing and clearing away equipment	2.66	0.59	2.81	0.46	n.s.
Assisting with coats, overshoes	2.54	0.71	2.63	0.65	n.s.
Keeping bulletin boards neat and clean	2.66	0.54	2.78	0.48	*

*$p \leq .05$

General Non-Instructional Activities

Significant differences were found between the mean scores for the actual and preferred categories as perceived by teachers for eight of the 12 activities classified as general non-instructional. In all eight instances, as is shown in Table 37, the teachers rated the preferred category significantly higher than the actual performance category.

Table 37

Comparison of Teacher Mean Scores for the Actual and Preferred Performance of General Non-Instructional Activities Performed by Aides
(N = 33)

General Non-Instructional Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Obtain films and related equipment	2.06	0.82	2.51	0.56	***
Assemble resource collections	1.90	0.72	2.21	0.78	**
Organizing and cataloging resource materials	1.72	0.76	2.12	0.69	**
Taking care of a class for a few minutes while the teacher is called away	2.30	0.46	2.30	0.46	n.s.
Arrange and supervise games under direction of the teacher[a]	2.18	0.64	2.28	0.58	n.s.
Assisting with routine health tasks[a]	2.00	0.67	2.12	0.55	*

2

Table 37 (Cont'd)

General Non-Instructional Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Maintaining order in a regularly-scheduled study hall	1.54	0.75	1.57	0.79	n.s.
Making arrangements for student tours and field trips	1.93	0.82	2.18	0.72	**
Help supervise field trips with the teacher	2.60	0.60	2.69	0.46	n.s.
Assist in general supervision duties on the playground and in the school	1.66	0.73	2.00	0.66	**
Reproducing sound tapes	1.21	0.41	1.60	0.55	***
Setting up, operating and removing audio-visual equipment	2.24	0.70	2.48	0.50	**

[a] One case missing, N = 32.

*$p \leq .05$
**$p \leq .01$
***$p \leq .001$

Instruction-related Activities

As is shown in Table 38, significant differences were found between the actual and preferred mean scores for the teachers in eight of the 15 activities classified as Instruction-related. In all eight instances, the teachers rated the preferred performance of the activities significantly higher than the actual performance category.

Table 38

Comparison of Teacher Mean Scores for the Actual and Preferred Performance of Instruction-related Activities Performed by Aides
(N = 33)

Instruction-related Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Assisting the teacher in the administration of objective tests	1.63	0.74	1.69	0.72	n.s.
Conducting prescribed exercises with individuals or small groups	2.39	0.60	2.51	0.56	*
Assisting individuals or small groups to follow instructions given by the teacher	2.69	0.46	2.72	0.45	n.s.
Listening to students read orally, record difficulties and report to the teacher	1.87	0.82	2.06	0.78	*
Preparing instructional materials	2.81	0.39	2.87	0.33	n.s.
Instruct students in the proper and safe use of tools and equipment	2.36	0.65	2.51	0.56	n.s.

Table 38 (Cont'd)

Instruction-related Activities	Actual Performance		Preferred Performance		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Encourage and promote etiquette and good manners within the school	2.69	0.52	2.78	0.41	n.s.
Listen to students read their own stories	1.63	0.74	1.87	0.78	**
Prepare special demonstrations	1.75	0.70	2.00	0.55	**
Provide musical accompaniment	1.12	0.33	1.63	0.65	***
Tell or read stories to groups or classes	1.84	0.66	2.12	0.41	**
Assist the teacher in conducting group discussions	1.75	0.56	1.84	0.56	n.s.
Help students locate research and reference materials suggested by the teacher	1.60	0.65	1.81	0.76	**
Act as a volunteer resource person in an enrichment or special interest topic	1.75	0.66	2.03	0.52	**
Assist and encourage students in independent study	2.24	0.66	2.33	0.59	n.s.

*$p \leq .05$
**$P \leq .01$
***$p \leq .001$

Teacher Activities

A significant difference was found between the mean scores for the actual and preferred categories as perceived by teachers for one of the five activities classified as teacher. For one activity, "make subjective entries in student records" as is shown in Table 39, the teachers rated the preferred performance category significantly higher than the actual performance category.

Table 39

Comparison of Teacher Mean Scores for the Actual and Preferred
Performance of Teacher Activities
Performed by Aides
(N = 33)

Teacher Activities	Actual Performance $\overline{X}$	Actual Performance S.D.	Preferred Performance $\overline{X}$	Preferred Performance S.D.	Significant Difference
Make daily lesson plans	1.06	0.24	1.15	0.36	n.s.
Decide on discipline plans	1.51	0.61	1.60	0.60	n.s.
Make subjective entries in student records	1.24	0.50	1.36	0.54	*
Introduce a math concept to a class	1.21	0.41	1.24	0.43	n.s.
Set criteria for a subjective test	1.06	0.24	1.09	0.29	n.s.

*$p \leq .05$

Summary

In summary, a t-test on the mean scores of teachers revealed that statistically significant differences existed between the actual and preferred activity categories for 26 of the 47 activities. In all 26 activities the teachers indicated that they preferred their aides to be more involved.

Perception of Teachers and Aides

The results of two t-tests which examined whether statistically significant differences existed between the mean scores of teachers and aides for the actual performance of activities and the preferred performance of activities are presented in Table 40 and Table 41, respectively.

Comparison of the Actual Performance of Activities as Perceived by Teachers and Aides

As is shown in Table 40, significant differences were found between the mean scores for teachers and aides for two of the 47 activities. For the activity "assist and encourage students in independent study" which was classified as an instruction-related activity, the teachers rated the actual performance category significantly higher than did the aides. For the activity "make daily lesson plans" which was classified as a teacher activity, the aides rated the actual performance category significantly higher than did the teachers.

Summary

Generally it may be stated that teachers' and aides' perceptions of the actual activities performed by aides were similar in that only two of the 47 activities had statistically significant differences.

Table 40

Comparison of Teacher Mean Scores and Aide Mean Scores for the Actual Performance of Activities Performed by Aides

	Teachers (N=33)		Aides (N=30)		Significant Difference
Activities	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Collecting money	1.69	0.72	1.73	0.74	n.s.
Telephoning on routine matters	2.21	0.78	2.10	0.80	n.s.
Filing resource materials	2.21	0.69	2.36	0.66	n.s.
Keeping inventory of equipment and supplies	1.63	0.60	1.76	0.81	n.s.
Typing, duplicating, preparing stencils and transparencies	2.81	0.39	2.66	0.54	n.s.
Filing reports	1.54	0.61	1.70	0.70	n.s.
Preparing library cards	1.30	0.63	1.30	0.65	n.s.
Setting up parent-teacher interviews	1.24	0.56	1.46	0.57	n.s.
Writing assignments on blackboard	1.12	0.33	1.26	0.64	n.s.
Supervising clean-up time	2.51	0.61	2.56	0.67	n.s.
Arranging materials for lessons	2.42	0.61	2.53	0.62	n.s.
Work with teacher supervising student work areas	2.75	0.43	2.86	0.34	n.s.
Distributing and clearing away equipment	2.66	0.59	2.73	0.52	n.s.
Assisting with coats, overshoes	2.54	0.71	2.63	0.76	n.s.

Table 40 (Cont'd)

Activities	Teachers (N=33)		Aides (N=30)		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Keeping bulletin boards neat and clean	2.66	0.54	2.46	0.73	n.s.
Obtain films and related equipment	2.06	0.82	2.20	0.80	n.s.
Assembling resource collections	1.90	0.72	1.66	0.71	n.s.
Organizing and cataloging resource materials	1.72	0.76	1.46	0.62	n.s.
Taking care of a class for a few minutes while the teacher is called away	2.30	0.46	2.53	0.50	n.s.
Arrange and supervise games under direction of the teacher	2.15	0.66	2.16	0.59	n.s.
Assisting with routine health tasks	1.96	0.68	2.00	0.69	n.s.
Maintaining order in a regularly-scheduled study hall	1.54	0.75	1.46	0.73	n.s.
Making arrangements for student tours and field trips	1.93	0.82	2.00	0.78	n.s.
Help supervise field trips with the teacher	2.60	0.60	2.53	0.57	n.s.
Assist in general supervision duties on the playground and in the school	1.66	0.73	1.60	0.72	n.s.
Reproducing sound tapes	1.21	0.41	1.13	0.34	n.s.
Setting up, operating and removing audio-visual equipment	2.24	0.70	2.00	0.69	n.s.

Table 40 (Cont'd)

Activities	Teachers (N=33) $\overline{X}$	Teachers (N=33) S.D.	Aides (N=30) $\overline{X}$	Aides (N=30) S.D.	Significant Difference
Assisting the teacher in the administration of objective tests	1.63	0.74	1.60	0.72	n.s.
Conducting prescribed exercises with individuals or small groups	2.39	0.60	2.26	0.64	n.s.
Assisting individuals or small groups to follow instructions given by the teacher	2.69	0.46	2.70	0.53	n.s.
Listening to students read orally, record difficulties and report to the teacher	1.87	0.82	1.63	0.80	n.s.
Preparing instructional materials	2.81	0.39	2.83	0.37	n.s.
Instruct students in the proper and safe use of tools and equipment	2.36	0.65	2.10	0.71	n.s.
Encourage and promote etiquette and good manners within the school	2.69	0.52	2.60	0.56	n.s.
Listen to students read their own stories	1.63	0.74	1.40	0.62	n.s.
Prepare special demonstrations	1.75	0.70	1.70	0.70	n.s.
Provide musical accompaniment	1.12	0.33	1.06	0.36	n.s.
Tell or read stories to groups or classes	1.84	0.66	2.03	0.71	n.s.
Assist the teacher in conducting group discussions	1.75	0.56	1.73	0.64	n.s.

Table 40 (Cont'd)

	Teachers (N=33)		Aides (N=30)		Significant Difference
Activities	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
Help students locate research and reference materials suggested by the teacher	1.60	0.65	1.40	0.62	n.s.
Act as a volunteer resource person in an enrichment or special interest topic	1.75	0.66	1.56	0.62	n.s.
Assist and encourage students in independent study	2.24	0.66	1.86	0.73	*
Make daily lesson plans	1.06	0.24	1.30	0.53	*
Decide on discipline methods	1.51	0.61	1.50	0.68	n.s.
Make subjective entries in student records	1.24	0.50	1.33	0.66	n.s.
Introduce a math concept to a class	1.21	0.41	1.16	0.37	n.s.
Set criteria for a subjective test	1.06	0.24	1.06	0.25	n.s.

*$p \leq .05$

Comparison of the Preferred Performance of Activities as Perceived by Teachers and Aides

As is shown in Table 41, significant differences were found between the mean scores for teachers and aides for six of the 47 activities in the preferred performance category.

For the activities "filing reports" and "setting up parent-teacher interviews" which were classified as clerical activities, the aides rated the preferred performance category significantly higher than did the teachers. The aides preferred to perform the activity more than the teachers expected them to do the activity.

"Writing assignments on blackboard" which was classified as a classroom maintenance and administration activity was rated significantly higher by the aides then by the teachers. The aides preferred to perform the activity more than the teachers expected them to perform the activity.

The activity "setting up, operating and removing audio-visual equipment" which was classified as a general non-instructional activity was rated significantly higher by the teachers in the preferred performance category than by the aides. The teachers preferred that their aides perform this activity more than the aides expected to perform the activity.

The activities "make daily lesson plans" and "set criteria for a subjective test" which were classified as teacher activities were rated significantly higher by the aides than by the teachers. The aides preferred to perform the activities more than the teachers expected them to perform the activities.

Summary

Generally it may be stated that teachers' and aides' perceptions of the preferred activities performed by aides were similar in that only six of the 47 activities showed statistically significant differences.

Table 41

Comparison of Teacher Mean Scores and Aide Mean Scores for the Preferred Performance of Activities Performed by Aides

Activities	Teachers (N=33) $\overline{X}$	Teachers (N=33) S.D.	Aides (N=30) $\overline{X}$	Aides (N=30) S.D.	Significant Difference
Collecting money	2.06	0.71	1.89	0.67	n.s.
Telephoning on routine matters	2.36	0.65	2.10	0.48	n.s.
Filing resource materials	2.51	0.50	2.50	0.57	n.s.
Keeping inventory of equipment and supplies	2.21	0.60	2.24	0.63	n.s.
Typing, duplicating, preparing stencils and transparencies	2.78	0.41	2.70	0.46	n.s.
Filing reports	1.72	0.62	2.06	0.58	*
Preparing library cards	1.39	0.70	1.66	0.66	n.s.
Setting up parent-teacher interviews	1.57	0.66	1.90	0.54	*
Writing assignments on blackboard	1.27	0.51	1.66	0.71	*
Supervising clean-up time	2.72	0.51	2.68	0.54	n.s.
Arranging materials for lessons	2.57	0.56	2.63	0.49	n.s.

Table 41 (Cont'd)

Activities	Teachers (N=33) $\overline{X}$	Teachers (N=33) S.D.	Aides (N=30) $\overline{X}$	Aides (N=30) S.D.	Significant Difference
Work with teacher supervising student work areas	2.81	0.39	2.90	0.30	n.s.
Distributing and clearing away equipment	2.81	0.46	2.76	0.43	n.s.
Assisting with coats, overshoes	2.63	0.65	2.70	0.65	n.s.
Keeping bulletin boards neat and clean	2.78	0.48	2.53	0.62	n.s.
Obtain films and related equipment	2.51	0.56	2.46	0.50	n.s.
Assembling resource collections	2.21	0.78	2.03	0.66	n.s.
Organizing and cataloging resource materials	2.12	0.69	1.86	0.62	n.s.
Taking care of a class for a few minutes while the teacher is called away	2.30	0.46	2.53	0.57	n.s.
Arrange and supervise games under direction of the teacher	2.28	0.58	2.43	0.56	n.s.
Assisting with routine health tasks	2.12	0.55	2.03	0.55	n.s.
Maintaining order in a regularly-scheduled study hall	1.57	0.79	1.70	0.75	n.s.
Making arrangements for student tours and field trips	2.18	0.72	2.16	0.59	n.s.
Help supervise field trips with the teacher	2.69	0.46	2.66	0.47	n.s.

Table 41 (Cont'd)

Activities	Teachers (N=33) $\overline{X}$	Teachers (N=33) S.D.	Aides (N=30) $\overline{X}$	Aides (N=30) S.D.	Significant Difference
Assist in general supervision duties on the playground and in the school	2.00	0.66	1.83	0.69	n.s.
Reproducing sound tapes	1.60	0.55	1.60	0.49	n.s.
Setting up, operating and removing audio-visual equipment	2.48	0.50	2.20	0.48	*
Assisting the teacher in the administration of objective tests	1.69	0.72	1.86	0.62	n.s.
Conducting prescribed exercises with individuals or small groups	2.51	0.56	2.50	0.57	n.s.
Assisting individuals or small groups to follow instructions given by the teacher	2.72	0.45	2.73	0.45	n.s.
Listening to students read orally, record difficulties and report to the teacher	2.06	0.78	2.00	0.78	n.s.
Preparing instructional materials	2.87	0.33	2.83	0.37	n.s.
Instruct students in the proper and safe use of tools and equipment	2.51	0.56	2.31	0.60	n.s.
Encourage and promote etiquette and good manners within the school	2.78	0.41	2.66	0.54	n.s.
Listen to students read their own stories	1.87	0.78	1.86	0.68	n.s.
Prepare special demonstrations	2.00	0.55	1.96	0.61	n.s.

Table 41 (Cont'd)

Activities	Teachers (N=33) $\overline{X}$	Teachers (N=33) S.D.	Aides (N=30) $\overline{X}$	Aides (N=30) S.D.	Significant Difference
Provide musical accompaniment	1.63	0.65	1.53	0.57	n.s.
Tell or read stories to groups or classes	2.12	0.41	2.36	0.55	n.s.
Assist the teacher in conducting group discussions	1.84	0.56	1.93	0.69	n.s.
Help students locate research and reference materials suggested by the teacher	1.81	0.76	1.70	0.59	n.s.
Act as a volunteer resource person in an enrichment or special interest topic	2.03	0.52	1.83	0.59	n.s.
Assist and encourage students in independent study	2.33	0.59	2.10	0.75	n.s.
Make daily lesson plans	1.15	0.36	1.50	0.57	**
Decide on discipline methods	1.60	0.60	1.63	0.71	n.s.
Make subjective entries in student records	1.36	0.54	1.56	0.67	n.s.
Introduce a math concept to a class	1.24	0.43	1.40	0.67	n.s.
Set criteria for a subjective test	1.09	0.29	1.30	0.46	*

$*p \leq .05$
$**p \leq .01$

Job Satisfaction of Aides and Teachers

This section presents frequency distributions and the mean scores for the responses of aides and teachers regarding their levels of satisfaction with a number of selected job-related items. Also included in this section is a presentation of the results of the factor analyses performed on the responses of aides and on the responses of teachers. Finally, the results of t-tests and Pearson product-moment correlations are presented. These tests were conducted to investigate for statistical differences and relationships, respectively between the background information of the respondents and the items and factors of satisfaction.

Frequencies and Means

Tables 42 and 43 show the percentage frequency distribution of responses for the aides and teachers, respectively. The tables include the percentage frequency distributions for all seven categories. By combining categories four, five and six and adjusting for the "Not Applicable (N/A's)" responses the category of "satisfied" was established. (Holdaway. 1978:51) The mean score for each item (adjusted for the N/A's) is also presented. Note that a more definite distinction between "satisfied" and "dissatisfied" could be established if the combined percentages reporting "satisfied" in Tables 42 and 43 were adjusted by excluding responses to response category 4 (slightly satisfied).

Table 42

Percentage Frequency Distribution of Aide Responses to Satisfaction Items / Percentage in the "Satisfied" Category / and Means of Responses for Each Item
(N = 30)

SATISFACTION ITEMS	Percentages of Responses								
	1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
1. The willingness of teachers to oversome teacher/ teacher aide personality conflicts				7	27	53	13	100	5.53
2. The ability of aides to perform their tasks independent of supervision			3		23	60	13	96	5.61
3. The willingness of aides to work directly with students				7	17	63	13	100	5.65
4. The attitude of aides with students				3	20	63	13	100	5.69

Table 42 (Cont'd)

SATISFACTION ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
5. The receptivity of teachers to constructive criticism	3		3	7	30	43	13	92	5.19
6. The willingness of teachers to offer suggestions to improve aide performance			3		33	60	3	97	5.55
7. The willingness of teachers to involve aides in daily planning		3	10	10	17	57	3	86	5.17
8. The time available for daily planning with teachers	3	3	13	23	33	20	3	79	4.44
9. The willingness of aides to attend staff meetings			3	10	20	27	40	94	5.16

Table 42 (Cont'd)

SATISFACTION ITEMS	Percentages of Responses 1 Highly Dissatisfied	 2 Moderately Dissatisfied	 3 Slightly Dissatisfied	 4 Slightly Satisfied	 5 Moderately Satisfied	 6 Highly Satisfied	 N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
10. The availability of inservice sessions/workshops for aides	10	3	20	27	17	20	3	66	4.00
11. The ability of aides to cope with students while teachers are out of the room				13	23	53	10	100	5.44
12. The cooperation between aides and students				3	10	80	7	100	5.82
13. The availability of inservice sessions/workshops for teachers on the topic of aides	10	3	7	23	23	10	23	74	4.00
14. The ability of aides to detect student learning and behavior problems		3	3	13	50	17	13	92	4.84
15. The method of assigning aides to teachers	7	7		23	43	13	7	86	4.39

Table 42 (Cont'd)

SATISFACTION ITEMS	Percentages of Responses							Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
	1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable		
16. The ability of substitute teachers to utilize aides	10	7	17	33	3	3	27	55	3.31
17. The availability of consultants to assist teachers[a]	3	3	3	23	27	7	30	85	4.30
18. The ability of aides to discipline students		3	3	3	37	43	10	93	5.25
19. The ability of aides to work with handicapped students			7	7	10	17	60	83	4.91
20. The general effectiveness of aides				17	23	47	13	100	5.34
21. The general qualifications of aides		3	3	13	33	37	10	93	5.07
22. The availability of consultants to assist aides regarding teachers	10	3	17	13	27	7	23	61	3.82

Table 42 (Cont'd)

SATISFACTION ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
23. The willingness of aides to seek further education	3		3	23	20	37	13	92	4.92
24. The ability of aides to fulfill teacher expectations		3	3	7	37	40	10	93	5.18
25. Your working directly with students			3	10	23	63		97	5.46
26. Your working directly with materials rather than students	7	3	3	17	33	33	3	86	4.72

[a] One case missing, N = 29

[b] The percentages in this column are based on N = 30 minus the number of N/A's for the item and as designated by Note "a".

Table 43

Percentage Frequency Distribution of Teacher Responses to Satisfaction Items / Percentage in the "Satisfied" Category / and Means of Responses for Each Item
(N = 33)

ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
1. The willingness of aides to overcome teacher/ teacher aide personality conflicts			6		24	52	18	93	5.48
2. The ability of aides to perform their tasks independent of supervision		3	3	3	30	61		94	5.42
3. The willingness of aides to work directly with students				12	18	70		100	5.57
4. The attitude of aides with students				3	18	79		100	5.75
5. The receptivity of aides to constructive criticism[a]			6	12	30	42	6	93	5.20

Table 43 (Cont'd)

ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
6. The willingness of aides to ask for suggestions to improve aide performance			6	6	30	52	6	94	5.35
7. The willingness of aides to be involved in daily planning				15	30	42	12	100	5.31
8. The time available for daily planning with aides	21	6	9	18	12	27	6	61	3.80
9. The willingness of aides to attend staff meetings	3	3	3	9	24	39	18	89	5.03
10. The availability of inservice sessions/workshops for aides	18	15	18	12	27	3	6	45	3.25
11. The ability of aides to cope with students while teachers are out of the room			6	3	27	64		94	5.48

Table 43 (Cont'd)

ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
12. The cooperation between aides and students					24	76		100	5.75
13. The availability of inservice sessions/ workshops for teachers on the topic of aides	18	12	21	9	24	12	3	47	3.46
14. The ability of aides to detect student learning and behavior problems		9		18	30	30	12	90	4.82
15. The method of assigning aides to teachers	21	15	9	15	24	12	3	53	3.43
16. The ability of substitute teachers to utilize aides	12	9	18	6	21	3	30	44	3.34
17. The availability of consultants to assist aides	15	3	12	21	18	12	18	63	3.74

Table 43 (Cont'd)

ITEMS	Percentages of Responses 1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Pefcentagesanswering Highly, Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
18. The ability of aides to discipline students		3	6	6	36	33	15	89	5.07
19. The ability of aides to work with handicapped students	3			12	12	9	64	92	4.58
20. The general effectiveness of aides			3	9	21	67		97	5.51
21. The general qualifications of aides	6	3	3	15	30	36	6	87	4.80
22. The availability of consultants to assist teachers regarding aides	18	15	15	12	9	27	3	50	3.62
23. The willingness of aides to seek further education		6	3	9	24	36	21	89	5.03

Table 43 (Cont'd)

	Percentages of Responses								
	1 Highly Dissatisfied	2 Moderately Dissatisfied	3 Slightly Dissatisfied	4 Slightly Satisfied	5 Moderately Satisfied	6 Highly Satisfied	N/A Not relevant OR not applicable	Percentage answering Highly Moderately or Slightly Satisfied (adjusted for N/A's)[b]	Means (adjusted for N/A's)
24. The ability of aides to fulfill teacher expectations	3			9	30	55	3	97	5.34
25. Aides working directly with students			6	12	24	58		94	5.33
26. Aides working directly with materials rather than students	6	3		18	24	36	12	90	4.82

[a] One case missing, N = 32.

[b] The percentages in this column are based on N = 30 minus the number of N/A's for the item and as designated by Note "a".

An examination of Table 44 reveals that 25 items had mean satisfaction scores greater than or equal to 3.50; one item had a mean score between 3.50 and 3.99, five items were between 4.00 and 4.99, nine items between 5.00 and 5.49, and six items between 5.50 and 5.85. The aides placed 15 of the 20 items between moderately satisfied (5.00) and highly satisfied (6.00) which tends to indicate the high degree of satisfaction the aides have with the 15 items.

The three items that the aides showed the highest satisfaction were: "the cooperation between aides and students," "the attitude of aides with students" and "the willingness of aides to work directly with students."

Table 44

Means and Percentages of Aides "Satisfied"
(Highly, Moderately and Slightly) for Twenty-Five Items
Having Mean Satisfaction Scores Greater than 3.50

Satisfaction Item	Mean	Percentage Satisfied
The cooperation between aides and students	5.82	100
The attitudes of aides with students	5.69	100
The willingness of aides to work directly with students	5.65	100
The ability of aides to perform their tasks independent of supervision	5.61	96
The willingness of teachers to offer suggestions to improve aide performance	5.55	97
The willingness of teachers to overcome teacher/ teacher aide personality conflicts	5.53	100
Your working directly with students	5.46	97
The ability of aides to cope with students while teachers are out of the room	5.44	100

Table 44 (Cont'd)

Satisfaction Item	Mean	Percentage Satisfied
The general effectiveness of aides	5.34	100
The ability of aides to discipline students	5.25	93
The receptivity of teachers to constructive criticism	5.19	92
The ability of aides to fulfill teacher expectations	5.18	93
The willingness of teachers to involve aides in daily planning	5.17	86
The willingness of aides to attend staff meetings	5.16	94
The general qualification of aides	5.07	93
The willingness of aides to seek further education	4.92	92
The ability of aides to work with handicapped students	4.91	83
The ability of aides to detect student learning and behavior problems	4.84	92
Your working directly with materials rather than students	4.72	86
The time available for daily planning with teachers	4.44	79
The method of assigning aides to teachers	4.39	86
The availability of consultants to assist teachers	4.30	85
The availability of inservice sessions/ workshops for aides	4.00	66
The availability of inservice sessions/ workshops for teachers on the topic of aides	4.00	74
The availability of consultants to assist aides regarding teachers	3.82	61

Table 45 shows 22 items with mean satisfaction scores greater than or equal to 3.50 for teachers. These items may be grouped as follows: three items had mean scores between 3.50 and 3.99; four items were between 4.00 and 4.50; 11 items were between 5.00 and 5.49; and four items were between 5.50 and 5.80. The largest clustering occurred in the category of moderately satisfied (5.00).

The teachers showed their highest satisfaction with four items, "the attitude of aides with students", "the cooperation between aides and students", "the willingness of aides to work directly with students", and "the general effectiveness of aides." The first three aide/student related items were the same three items indicated by the aides as being the items with the highest level of satisfaction.

Table 45

Means and Percentages of Aides "Satisfied"
(Highly, Moderately and Slightly) for Twenty-Two Items
Having Mean Satisfaction Scores Greater than 3.50

Satisfaction Item	Mean	Percentage Satisfied
The attitude of aides with students	5.75	100
The cooperation between aides and students	5.75	100
The willingness of aides to work directly with students	5.57	100
The general effectiveness of aides	5.51	97
Tha ability of aides to cope with students while teachers are out of the room	5.48	94
The willingness of aides to overcome teacher/teacher aide personality conflicts	5.48	93
The ability of aides to perform their tasks independent of supervision	5.42	94

Table 45 (Cont'd)

Satisfaction Items	Mean	Percentage Satisfied
The willingness of aides to ask for suggestions to improve aide performance	5.35	94
The ability of aides to fulfill teacher expectations	5.34	97
Aides working directly with students	5.33	94
The willingness of aides to be involved in daily planning	5.31	100
The receptivity of aides to constructive criticism	5.20	93
The ability of aides to discipline students	5.07	89
The willingness of aides to attend staff meetings	5.03	89
The willingness of aides to seek further education	5.03	89
The ability of aides to detect student learning and behavior problems	4.82	90
Aides working directly with materials rather than students	4.82	90
The general qualifications of aides	4.80	87
The ability of aides to work with handicapped students	4.58	92
The time available for daily planning with aides	3.80	61
The availability of consultants to assist aides	3.74	63
The availability of consultants to assist teachers regarding aides	3.62	50

Table 46 lists the items for teachers and aides with mean scores less than 3.50. In the teachers' list, four items have mean scores less than 3.50. In general, these items involve the influences which can affect the aide-teacher relationship and originated outside this relationship. Only one dissatisfied item appeared for the aides, "the ability of substitute teachers to utilize aides." Forty-five percent of the aides were dissatisfied with this item, and 56 percent of the teachers were dissatisfied. The mean scores were similar with a rating of 3.31 for aides and a 3.34 mean score for teachers.

Table 46

Means and Percentages of Teachers and Aides "Dissatisfied" (Highly, Moderately, and Slightly) for Four and One Items Respectively, Having Mean Satisfaction Scores Less than 3.50

Satisfaction Item	Mean	Percentage Dissatisfied
Teachers		
The availability of inservice sessions/ workshops for aides	3.25	55
The ability of substitute teachers to utilize aides	3.34	56
The method of assigning aides to teachers	3.43	47
The availability of inservice sessions/ workshops for teachers on the topic of aides	3.46	53
Aides		
The ability of substitute teachers to utilize aides	3.31	45

Comparison of the teacher mean scores and the aide mean scores of the levels of satisfaction for 20 job-related items

To compare levels of satisfaction a t-test was used to find whether significant differences existed between the mean scores of teachers and the mean scores of aides for 20 job-related items. As is shown in Table 47, a significant difference was found for one item, "the method of assigning aides to teacher." For this item the aides rated the item significantly higher than did the teachers. The aides were therefore significantly more satisfied with the method of assigning aides to teachers than were the teachers. Since the mean score for the teachers was less than 3.50 it may be stated that the teachers were dissatisfied with the method of assigning aides to teachers.

Table 47

A Comparison of Teacher Mean Scores and Aide Mean Scores of the Levels of Satisfaction for 20 Job-related Items

	Teachers (N=33)		Aides (N=30)		Significant Difference
Items	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
The ability of aides to perform their tasks independent of supervision	5.42	0.93	5.33	0.97	n.s.

Table 47 (Cont'd)

Items	Teachers (N=33)		Aides (N=30)		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
The willingness of aides to work directly with students	5.57	0.70	5.36	0.94	n.s.
The attitude of aides with students	5.75	0.50	5.40	0.91	n.s.
The time available for daily planning with aides	3.78	1.87	4.41	1.26	n.s.
The willingness of aides to attend staff meetings	4.75	1.32	4.50	1.09	n.s.
The availability of in-service sessions/workshops for aides	3.27	1.54	3.98	1.51	n.s.
The ability of aides to cope with students while teachers are out of the room	5.48	0.83	5.25	0.92	n.s.
The cooperation between aides and students	5.75	0.43	5.66	0.74	n.s.
The availability of in-service sessions/workshops for teachers on the topic of aides	3.46	1.69	3.88	1.35	n.s.
The ability of aides to detect student learning and behavior problems	4.66	1.22	4.66	0.97	n.s.
The method of assigning aides to teachers	3.43	1.76	4.33	1.34	*
The ability of substitute teachers to utilize aides	3.39	1.31	3.36	1.09	n.s.
The ability of aides to discipline students	4.83	1.12	5.08	1.07	n.s.

Table 47 (Cont'd)

Items	Teachers (N=33)		Aides (N=30)		Significant Difference
	$\overline{X}$	S.D.	$\overline{X}$	S.D.	
The ability of aides to work with handicapped students	3.89	0.96	4.06	1.00	n.s.
The general effectiveness of aides	5.51	0.79	5.10	0.97	n.s.
The general qualifications of aides	4.72	1.41	4.91	1.09	n.s.
The willingness of aides to seek further education	4.71	1.25	4.73	1.24	n.s.
The ability of aides to fulfill teacher expectations	5.28	1.06	5.01	1.07	n.s.
Aides working directly with students	5.33	0.92	5.46	0.81	n.s.
Aides working directly with materials rather than students	4.66	1.41	4.68	1.42	n.s.

*$p \leq .05$

Summary

In conclusion, there was no significant difference between the responses of teachers and aides regarding their satisfaction with 19 items. There was a significant difference between the perceptions of teachers and aides for one satisfaction item, "the method of assigning aides to teachers."

Factor Analysis

A factor analysis was performed on the responses of aides and the responses of teachers in an attempt to identify clusters of satisfaction variables. The response category "Not Applicable" which was given the numerical value 7 for data processing was given the value 3.5 which represented a mid-point for statistical testing (Holdaway, 1978:94). Respondents who did not answer all the items were not included in the analysis. Using a non-specific varimax factor solution the analysis was generated. Factors with Eigenvalues greater than 1.00 were accepted. As a result of these analyses six factors were established for the aide responses and eight factors for the teachers. All items with double loadings and loadings less than $|0.40|$ were not considered in the factors.

Aides

As is shown in Table 48, six factors were established for the satisfaction variables of aides. The factors could not be readily interpreted. For example, Factor 1 contained 7 items five of which referred to the aide/student relationship while the other two items referred to the availability of consultants and teachers' expectations of aides.

Teachers

An examination of Table 49 shows that eight factors were established for the satisfaction variables of teachers. Factors 1, 2, and 3 were labelled as qualifications, consultants/inservices and aide/student relationship, respectively. Factors 4, 5, 6, 7 and 8 were not readily interpreted

Table 48

Varimax Factor Solution for 20 Satisfaction Variables for Aides

(N = 30)

Satisfaction Item	Factors and Factor Loadings (÷ 100)					
	1	2	3	4	5	6
The ability of aides to discipline students	89					
The ability of aides to perform their tasks independent of supervision	83					
The attitude of aides with students	77					
The cooperation between aides and students	72					
The availability of consultants to assist teachers	69					
The ability of aides to fulfill teacher expectations	69					
Your working directly with students	59					
The general effectiveness of aides		82				
The general qualifications of aides		72				
The willingness of aides to seek further education		71				
The method of assigning aides to teachers		64				
The availability of inservice sessions/workshops for aides			84			
The availability of inservice sessions/workshops for teachers on the topic of aides			82			
The availability of consultants to assist aides regarding teachers			71			

Table 48 (Cont'd)

	Factors and Factor Loadings (÷ 100)					
Satisfaction Item	1	2	3	4	5	6
The ability of substitute teachers to utilize aides			57			
The willingness of teachers to involve aides in daily planning				95		
The willingness of aides to attend staff meetings					46	
Your working directly with materials rather than students					-59	
The willingness of teachers to overcome teacher/teacher aide personality conflicts						67
The ability of aides to work with handicapped students						-42
Eigenvalues	8.53	3.68	2.44	2.12	1.43	1.33

Table 49

Varimax Factor Solution for 21 Satisfaction Variables for Teachers

(N = 33)

Satisfaction Item	Factors and Factor Loadings (÷ 100)							
	1	2	3	4	5	6	7	8
The general qualifications of aides	90							
The ability of aides to detect student learning and behavior problems	63							
The willingness of aides to seek further education	59							
The availability of in-service sessions/workshops for teachers on the topic of aides		89						
The availability of consultants to assist teachers regarding aides		88						
The availability of consultants to assist aides		63						
The availability of inservice sessions/workshops for aides		59						
The ability of aides to cope with students while teachers are out of the room			76					
The cooperation between aides and students			76					
The attitude of aides with students			75					
The willingness of aides to work directly with students			65					
Aides working directly with students			62					

Table 49 (Cont'd)

Satisfaction Item	Factors and Factor Loadings (÷ 100) 1	2	3	4	5	6	7	8
The willingness of aides to ask for suggestions to improve aide performance				82				
The receptivity of aides to constructive criticism				74				
The willingness of aides to overcome teacher/ teacher aide personality conflicts				56				
The time available for daily planning with aides					63			
The willingness of aides to attend staff meetings					59			
The ability of substitute teachers to utilize aides					56			
The ability of aides to work with handicapped students						90		
Aides working directly with materials rather than students							88	
The willingness of aides to be involved in daily planning								91
Eigenvalues	8.46	2.98	1.99	1.98	1.55	1.29	1.17	1.04

Other Tests

t-tests

The results of t-tests showed that there were no significant differences between the mean scores of the following:

1) the aides' selection and non-selection of her teacher and the level of aide job satisfaction for 26 items;

2) The aides' selection and non-selection of her teacher and the level of aide job satisfaction for six factors;

3) the teachers' selection and non-selection of her aide and the level of teacher job satisfaction for 26 items;

4) the teachers' selection and non-selection of her aide and the level of teacher job satisfaction for eight factors;

5) the aides' assignment to kindergarten only and other grades and the level of aide job satisfaction for 26 items;

6) the aides' assignment to kindergarten only and other grades and the level of aide job satisfaction for six factors;

7) the teachers' assignment to kindergarten only and other grades and the level of teacher job satisfaction for 26 items;

8) the teachers' assignment to kindergarten only and other grades and the level of teacher job satisfaction for eight factors.

Pearson product-moment correlations

The results of Pearson product-moment correlations showed that there was no significant relationship between the following variables. The background variables included age, highest level of education attained, the hours aides worked per week, and the years of experience of the respondents.

1) the background variables of the aides and the level of aide satisfaction for 26 job-related items.

2) the background variables of the aides and the level of aide satisfaction for six factors.

3) the background variables of the teachers and the level of teacher satisfaction for 26 job-related items.

4) the background variables of the teachers and the level of teacher job satisfaction for eight factors.

Summary

In conclusion, no systematic relationship could be established between the background information of the teachers and their level of satisfaction for 26 job-related items and eight factors. Also no relationship could be established between the background information of aides and their level of satisfaction for 26 items and six factors.

CHAPTER 5

SUMMARY AND IMPLICATIONS

This chapter presents a summary of the problem, the methodology, and the findings of the study. The chapter ends with a number of implications for practice and research.

Summary

The Problem

The study had the following objectives:

1. to investigate the perceptions of teachers and aides concerning the training they receive and the training they should receive;
2. to investigate the perceptions of teachers and aides concerning the activities performed by aides; and
3. to investigate the perceptions of teachers and aides concerning the extent of their satisfaction with a number of selected job-related items.

Methodology

The perceptions of teachers and aides who were involved in a teacher aide program were determined by analyzing data which were obtained through the application of two questionnaires, one for the teachers and one for the aides. The population was identified by the researcher as consisting of 41 teachers who were assisted by classroom aides and 38 classroom aides. The study results were based on the usable questionnaire returns from 33 teachers and 30 aides. Percentage frequency distributions were calculated for all questionnaire responses where appropriate. Two statistical tests were employed: t-test and Pearson product-moment correlation. The t-tests were used to examine whether statistically significant differences existed between the mean scores of teachers and the mean scores of aides concerning the actual performance and the preferred performance of 47 activities that aides may perform. Also t-tests were used to examine whether statistically significant differences existed between levels of satisfaction and the teachers who selected their aides and the teachers who did not select their aides. Pearson correlations were used to examine whether significant relationships existed between levels of satisfaction of the teachers and aides with 26 job-related items and the background data of the respondents.

Review of the Findings

Question 1: What are the perceptions of aides regarding the training they receive and the training they should receive?

The findings indicated that pre-job orientation sessions in which either the teacher or the administrator familiarized the aides with the school, facilities, the aides' responsibilities, and the staff were not attended by most of the aides. However, most aides indicated that pre-job orientations should be offered before aides commenced work.

The aides indicated that they had attended at least one inservice session or workshop during the present school year (1978-79), and they reported that their teachers were not in attendance. The responses of the aides indicated that the inservice sessions they attended presented a number of topics such as student discipline and activity centers.

It was evident from the responses of aides that they supported the training of teachers in the use of aides so that teachers could understand how to use aides effectively and how to establish a team relationship in the classroom.

The results indicated that aides were in favor of accompanying their teachers to inservices. Consistent throughout the comments of the aides was the theme that learning together at inservices would help the team in the classroom.

The findings showed that aides were in total support of training sessions being made available to aides. Aides viewed training sessions as learning experiences in which they could be taught to use the equipment and teaching materials and to understand and to handle children.

Nearly one-half of the aides reported that training materials had been utilized during their training by their teachers. The most commonly reported training material was the list of teacher assistant tasks and responsibilities supplied by the supervisor of the Early Childhood Services Program in the school system (Appendix C).

The aides ranked "Tasks and responsibilities of aides" as the most important topic to be covered in future inservices. The least important topic was "Library and filing techniques."

Question 2: What are the perceptions of teachers regarding the training they receive on the topic of aides and the training they should receive?

Results showed that nearly one-half of the teachers had attended at least one inservice session on the topic of aides during the present year (1978-79). The teachers indicated that their aides were not in attendance.

Regardless of their years of experience, the teachers indicated that they wanted inservice training on the use of aides in order to understand the role of the aide and how to utilize them effectively.

Teachers were in favor of aides accompanying them to inservices. Their comments indicated that their team relationship in the classroom would be supported by both teachers and aides attending inservices together. Some teachers expressed concern that the content of some of the teacher inservices would not be appropriate for aides.

The teachers reported that they were in total support of training sessions being made available to aides. The teachers stated that the inservices would help their aides become more proficient in their jobs. Some examples of topics to be covered in these inservices were suggested such as machine operation, lessons in child psychology, and the duties of aides.

Some of the teachers indicated that they had used instructional materials in training their aides. The list of duties and responsibilities for teacher assistants provided by supervisor of the Early Childhood Services Program was the most frequently reported material used.

Results showed that the teachers ranked "Child development," followed closely by "Tasks and responsibilities of aides," as the most important topics for future inservice sessions for aides. The least important topic was "Library and filing techniques."

Question 3: Do teachers and aides differ in their perceptions of the actual and preferred activities performed by aides?

The percentage frequency distributions for teachers and aides were very similar.

For clerical activities, teachers and aides indicated that aides were most involved in "typing, duplicating, preparing stencils and transparencies." The aides reported that they were least involved in "preparing library cards", while the teachers indicated that aides were least involved in "setting up parent-teacher interviews" followed by "preparing library cards."

The findings showed that teachers and aides perceived aides as being extensively involved in classroom maintenance and administration activities with the exception of "writing assignments on blackboard" in which aides had very little involvement.

Of the activities classified as general non-instructional, the teachers and aides indicated that "helping supervise field trips with the teacher" was the most frequently performed activity while "reproducing sound tapes" was the least performed activity performed by aides.

The results showed that of the instruction-related activities, the aides and teachers perceived the activity "preparing instructional materials" as being the most frequently performed activity. "Providing musical accompaniment" was the least performed activity.

The findings indicated that teachers and aides perceived aides as not being extensively involved in the performance of teacher activities.

The results of a t-test on the mean scores of aides revealed that statistically significant differences existed between the actual and preferred activity categories for 28 of the 47 activities. The aides indicated that they wanted to be more involved in all 28 activities.

The findings of a t-test on the mean scores of teachers revealed that statistically significant differences existed between the actual and preferred activity categories for 26 of the 47 activities. In all 26 activities the teachers indicated that they preferred their aides to be more involved in the performance of these activities.

The results of t-tests indicated that the teachers' and aides' perceptions of the actual activities performed by aides were similar in that only two of the 47 activities showed statistically significant differences.

As for the preferred activities performed by aides, the teachers' and aides' perceptions were similar in that only six of the 47 activities showed statistically significant differences.

Question 4: Is there a difference in the perceptions of teachers and aides regarding the degree of satisfaction they have for a number of selected job-related items?

Results indicated that generally teachers had a moderate to high degree of satisfaction with 22 of the 26 job-related items (Chapter 4). However, the teachers were slightly dissatisfied with "the availability of inservices for teachers and for aides", "the ability of substitute teachers to utilize aides" and "the method used to assign aides to teachers."

Aides indicated a high degree of satisfaction with 25 of the 26 job-related items. For one item, "the ability of substitute teachers to utilize aides", the aides indicated they were slightly dissatisfied.

The perceptions of teachers and aides generally did not differ concerning their degree of satisfaction with 20 job-related items. The teachers and aides did differ in their level of satisfaction with one item, "the method used to assign aides to teachers." Whereas the aides indicated satisfaction with the item, the teachers indicated that they were dissatisfied.

Other Test Results

In addition to the results which were central to this study, a number of other results were found:

a) It was found that no significant relationships existed between levels of satisfaction and the teachers who selected their aides and the teachers who did not select their aides.

b) The results showed that there were no significant relationships between levels of satisfaction and the background data (e.g. age) of the respondent.

c) The findings indicated that there were no significant relationships between levels of satisfaction and the teachers who taught only kindergarten and the teachers who taught other grades.

d) The results indicated that there were no significant relationships between levels of satisfaction and the aides who were assigned only to kindergarten and the aides who were assigned to other grades.

Implications for Practice and Research

The literature delineated a number of concerns and opinions regarding the training of aides, the training of teachers in the use of aides, the activities aides performed in the classroom, and the successful team relationship in the classroom. Based on the literature and the findings of this study, a number of implications for practice and research are presented below:

Willems, Vaughn, and Willems (1975:58), the Manitoba Teachers' Society (1974:12), and the Alberta Teachers' Association (1978:220) agreed that teachers should be involved in the selection of their aides. The findings of this study showed that few teachers were involved in the selection of their aide and that teachers were dissatisfied with the method of assigning aides to teachers. Thus, the extent and feasibility of teacher input into the selection of their aides is suggested as an area for evaluation by school system administrators.

The Manitoba Teachers' Society (1974:8) and Shanker (1973:18) stressed the importance of allocating time for the aide and teacher to discuss a number of areas relevant to their jobs before they commenced work together for the first time. Most of them in this study did not receive pre-job orientations and they indicated that orientations should be made available to aides. Therefore, it is suggested that school administrators offer pre-job orientations to the aides who are new to their schools.

The need to train aides and to train teachers in the use of aides was suggested throughout the literature. It is a policy question whether the system concentrates on training aides, or on training teachers, or on training both teachers and aides (Canady and Seyforth, 1972:102). Though the aides and teachers in this study requested more inservice sessions, it rests with the school system and school administration to periodically re-assess the extent of its commitment to inservices for aides and teachers.

The teachers and aides indicated some topics for future inservices. The teachers suggested "Child development," "Tasks and responsibilities of aides," and "Working and dealing with parents." The aides suggested "Tasks and responsibilities of aides." These topics may have some appropriateness for teachers and aides in future inservices.

Lists of activities which aides may perform have merit when aides are performing tasks beyond those of a clerical or housekeeping nature and when aides are working directly with children (Educational Service Bureau, 1966:17). The results of this study indicated that more aides than teachers were familiar with the document of tasks and responsibilities of aides provided by the central office of the school system (Appendix C). Few teachers indicated that they used the document. Whereas it is beyond the capacity of the central office administration to guarantee that teachers and aides read any inservice materials, the central office administration might consider revising the existing document and taking steps to insure greater familiarity with the document. The central office administration might also make available as a regular part of inservices, an amount of time for teachers who have aides to discuss their utilization of aides or their perceptions of the duties of aides.

The results indicated that teachers and aides were dissatisfied with the ability of substitute teachers to utilize aides. Therefore, a school system policy and/or inservices for substitute teachers on the utilization of aides is suggested.

The findings showed that teachers and aides preferred that aides become more involved in the performance of aide activities. Why then, are aides not doing more in the classroom? Is it because aides and teachers differ on what specific activities aides should be performing? Is it a lack of communication between aide and teacher? Is it a lack of training for both the aides and the teachers? Is it the lack of clarification of the teachers' and aides' roles? The results of this study supports the notion that ultimately aides and teachers must work out their specific working arrangements regarding the activities to be performed by the aide and the degree of involvement by the aide in the performance of the activities. If they cannot decide on the extent of aide involvement in performing activities, and this study indicates that they cannot, then outside help is needed. This help regarding clarification of roles for teachers and aides should come from inservice training, formal courses for aides and teachers, and from teachers' organizations.

This exploratory descriptive study which focused on aides in classrooms was limited to one urban school system. Research in other systems in Alberta and in other provinces on the training of aides and teachers in the use of aides, the utilization of aides, and aide job satisfaction should be undertaken in order to assess the generalizability of the study.

There is also a need to improve the instruments and methodology used in this and previous studies of teachers and aides with a view to ensuring the reliability and validity of the findings.

Furthermore, given the comments from aides and teachers reported in Chapter 4, as contrasted with the data from the numerical scales assessing satisfaction which were skewed towards highly satisfied, it may be advisable to use interviews and open-ended survey questions in future research.

A specific problem worthy of continued research concerns matters arising from the differentiation of the role of teachers and their perception of aides as possible encroachers upon the traditional functions previously reserved exclusively for teachers.

With some school systems moving toward school based budgeting, an examination of existing teacher aide programs may facilitate decisions regarding the utilization of aides. For example, a cost-benefit decision of a Xerox machine versus a classroom aide may have to be made by the school personnel. A thorough understanding of the benefits and costs of existing teacher aide programs will be needed by those persons making the decision in school based budgeting.

Finally, the decline in student population has become a problem in many school systems in Alberta and elsewhere. Research into the effects of declining enrollments on existing teacher aide programs is suggested so that sound educational and financial decisions, can be made in terms of pupil-aide ratios in the classroom.

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APPENDIX A

LETTER OF AUTHORITY

Edmonton Catholic School District

EDUCATIONAL AND ADMINISTRATIVE CENTRE
TELEPHONE (403) 429 7631 — 9807 - 106 STREET, EDMONTON, ALBERTA T5K 1C2

1979 02 26

TO WHOM IT MAY CONCERN

Mr. Randolph Hillier has contacted this office with regard to information needed to complete a thesis for his Masters degree in Education, under the supervision of Dr. J. Balderson. The purpose of this study is to determine the training, utilization and satisfaction of teacher aides.

I would appreciate if you would assist Mr. Hillier by allowing both your school aide and corresponding teacher to complete the attached questionnaire.

The results of Mr. Hillier's research will be forwarded to this office and we feel this information will be of benefit to both our office and school personnel.

Thank you for your cooperation.

Yours truly,

J. A. Trepanier

J. A. Trepanier
Assistant Director of Personnel Services

JAH:jas
encl.

EDMONTON R.C. SEPARATE SCHOOL DISTRICT NUMBER SEVEN

APPENDIX B

AIDE QUESTIONNAIRE

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

QUAECUMQUE VERA

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Masters Suite,
7th. Floor,
Education Administration,
February 27, 1979.

Dear Aide,

The enclosed questionnaire is being distributed to all aides designated School Aides 1 in the Edmonton Separate School System. Responses to the questionnaire will be used to complete an important part of my thesis at the University of Alberta. The focus of this thesis is the training, utilization and satisfaction of teacher aides.

The questions are designed to elicit your opinions on the training, tasks and satisfaction of aides. Your response will be grouped with those of other aides in the school system.

The questionnaire will be used for research purposes, and anonymity of individual responses is assured. If I failed to deliver the questionnaire to you personally, may I request that you leave the sealed questionnaire at the office to be picked up at the end of one week.

A summary of the study will be made available to any individual participant that desires such information. Requests should be made by contacting me at the address which is printed on the top of this page.

Thank you for your time and consideration.

Sincerely,
R.P. Hillier
R.P. Hillier
Graduate Student

PART ONE: TEACHER AIDE BACKGROUND INFORMATION

Please check (✓) the appropriate response.	CC
	1-4
	2--1
1. What was your age on January 1, 1979? 1. less than 20 .... 5. 35-39 .... 9. 55-59 .... 2. 20-24 .... 6. 40-44 .... 10. 60 and over 3. 25-29 .... 7. 45-49 .... 4. 30-34 .... 8. 50-54	5
2. What is your sex? 1. Female .... 2. Male	6
3. What is the highest level of education you have attained? 1. Less than a high school diploma .... 2. High school diploma .... 3. One to two years college .... 4. College graduate .... 5. Other (please specify)	7
4. How many teachers are you assigned to? 1. One (1) teacher only .... 2. Two (2) teachers	8
5. What is the number of hours you work per week/per teacher? 1. Teacher .... hours per week 2. Teacher .... hours per week	9,10 11,12
6. What is your grade level assignment? 1. K .... 5. 4 .... 9. 8 .... 2. 1 .... 6. 5 .... 10. 9 .... 3. 2 .... 7. 6 .... 11. Other (please specify) 4. 3 .... 8. 7	13,14,15
7. How many years experience do you have as a teacher aide? (Count the present year as a full year.) 1. Total .... years 2. In your present school .... years 3. In your present district/division .... years	16,17 18,19 20,21
8. Did you select or were you involved in the selection of your teacher(s)? 1. No .... 2. Yes	22

PART TWO: TEACHER AIDE TRAINING

Please check (✓) the appropriate response. CC

1. Should a school offer aides an orientation session to familiarize them with the philosophy, expectations, facilities, etc. of the school?
   1. No ....
   2. Yes 23

2. If yes, should the orientation session be offered before or after the aide commences work?
   1. Before- 1. No .... 2. Yes 24
   2. After- 1. No .... 2. Yes.... 25
   3. Not necessary 26

3. Have you attended an orientation session at your present school?
   1. No ....
   2. Yes 27

4. If yes, was the orientation you attended given by:
   1. a teacher? 28
   2. a principal? 29
   3. a consultant? 30
   4. Other (please specify) 31

5. Was your teacher present at this orientation?
   1. No ....
   2. Yes 32

6. If you attended the orientation session, briefly described what was covered.

7. Have you attended training sessions (in-services, workshops, etc.) for aides other than an orientation session?
   1. No ....
   2. Yes 33

8. If yes, was the training session you attended given by:
   1. a teacher? 34
   2. a principal? 35
   3. a consultant? 36
   4. Other (please specify) 37

9. Was your teacher present at this training session?
   1. No ....
   2. Yes 38

PART TWO: TEACHER AIDE TRAINING

Please check (✓) the appropriate response. CC

10. When did you last attend a training session for aides?
    1. this year ....
    2. last year 39
    3. three years ago ....

11. If you attended a recent training session (in-services, workshops, etc.) for aides, briefly describe what was covered.

12. Should teachers receive training in the use of aides?
    1. No .... Why?

    2. Yes .... Why? 40

13. Should aides accompany their teachers to in-service sessions or workshops?
    1. No .... Why?

    2. Yes .... Why? 41

14. Should training sessions be made available for aides?
    1. No .... Why?

    2. Yes .... Why? 42

15. In your training as an aide, did you or your teacher use any guides, outlines, textbooks, handbooks, etc. regarding the training, tasks and responsibilities of aides? For your assigned teacher please describe briefly the materials utilized.
    1. Teacher- 1. No ....
       2. Yes .... (please describe briefly) 43

    2. Teacher- 1. No ....
       2. Yes .... (please describe briefly) 44

PART TWO: TEACHER AIDE TRAINING

16. What should be covered in future in-services or workshops for aides? Please rank the topics in order of importance by placing a number (1) through (7) in the rank order column. Number (1) being most important and number (7) being least important.

TOPICS	RANK ORDER	CC
Duplicating, audio-visual equipment techniques	....	45
Children's games, musical activities and classroom materials, etc.	....	46
Library and filing techniques	....	47
Tasks and responsibilities of aides	....	48
Student supervision	....	49
Child development	....	50
Student learning disabilities	....	51

What other topics should be covered?

PART THREE: TEACHER AIDE ACTIVITIES

This section lists 47 activities which may be performed by teacher aides. You are asked to indicate the activities that aides do perform (ACTUAL) and the activities that aides should perform (PREFERRED).

Please circle the appropriate letter in this section according to the following scale:

N - Never
O - (occasionally)- three or four times a month
F - (frequently)- daily or several times a day

EXAMPLE:

	ACTUAL	PREFERRED
Feeds the goldfish	[✓ N] O F	N [✓ O] F

In this response the respondent indicated that the aide does not perform the activity, but that the respondent would like an aide to perform the activity three or four times a month (occasionally).

ACTIVITIES	ACTUAL			PREFERRED			CC
	Never	Occasionally	Frequently	Never	Occasionally	Frequently	1-4 1--2
1. Collecting money e.g. student fees, school pictures	N	O	F	N	O	F	5,6
2. Telephoning on routine matters	N	O	F	N	O	F	7,8
3. Filing resource materials	N	O	F	N	O	F	9,10
4. Keeping inventory of equipment and supplies	N	O	F	N	O	F	11,12
5. Typing, duplicating, preparing stencils and transparencies	N	O	F	N	O	F	13,14
6. Filing reports	N	O	F	N	O	F	15,16
7. Preparing library cards	N	O	F	N	O	F	17,18
8. Setting up parent-teacher interviews;date, time	N	O	F	N	O	F	19,20
9. Writing assignments on blackboard	N	O	F	N	O	F	21,22
10. Supervising clean-up time	N	O	F	N	O	F	23,24
11. Arranging materials for lessons	N	O	F	N	O	F	25,26
12. Work with teacher supervising student work areas	N	O	F	N	O	F	27,28
13. Distributing and clearing away equipment	N	O	F	N	O	F	29,30
14. Assisting with coats, overshoes, etc.	N	O	F	N	O	F	31,32
15. Keeping bulletin boards neat and current	N	O	F	N	O	F	33,34
16. Obtain films, filmstrips, etc. and related equipment	N	O	F	N	O	F	35,36
17. Assembling resource collections, indexing and storing, e.g. minerals, maps	N	O	F	N	O	F	37,38
18. Organizing and cataloging resource materials, e.g. films	N	O	F	N	O	F	39,40
19. Taking care of a class for a few minutes while the teacher is called away	N	O	F	N	O	F	41,42
20. Arrange and supervise games under direction of the teacher	N	O	F	N	O	F	43,44

PART THREE: TEACHER AIDE ACTIVITIES

Please circle the appropriate letter.

ACTIVITIES	ACTUAL			PREFERRED			CC
	Never	Occasionally	Frequently	Never	Occasionally	Frequently	
21. Assisting with routine health tasks	N	O	F	N	O	F	45,46
22. Maintaining order in a regularly-scheduled study hall	N	O	F	N	O	F	47,48
23. Making arrangements for student tours and field trips	N	O	F	N	O	F	49,50
24. Help supervise field trips with the teacher	N	O	F	N	O	F	51,52
25. Assist in general supervision duties on the playground and in the school	N	O	F	N	O	F	53,54
26. Reproducing sound tapes	N	O	F	N	O	F	55,56
27. Setting up, operating and removing audio-visual equipment	N	O	F	N	O	F	57,58
28. Assisting the teacher in the administration of objective tests	N	O	F	N	O	F	59,60
29. Conducting prescribed exercises with individuals or small groups	N	O	F	N	O	F	61,62
30. Assisting individuals or small groups to follow instructions given by the teacher	N	O	F	N	O	F	63,64
31. Listening to students read orally, record difficulties and report to the teacher	N	O	F	N	O	F	65,66
32. Preparing instructional materials, e.g. cutouts	N	O	F	N	O	F	67,68
33. Instruct students in the proper and safe use of tools and equipment	N	O	F	N	O	F	69,70
34. Encourage and promote etiquette and good manners within the school	N	O	F	N	O	F	71,72
35. Listen to students read their own stories	N	O	F	N	O	F	73,74
36. Prepare special demonstrations in art, science,etc.	N	O	F	N	O	F	75,76
37. Provide musical accompaniment	N	O	F	N	O	F	77,78
38. Tell or read stories to groups or classes	N	O	F	N	O	F	79,80
							CC
							1-4
							2--3
39. Assist the teacher in conducting group discussions	N	O	F	N	O	F	5,6
40. Help students locate research and reference materials suggested by the teacher	N	O	F	N	O	F	7,8
41. Act as a volunteer resource person in an enrichment or special interest topic	N	O	F	N	O	F	9,10
42. Assist and encourage students in independent study	N	O	F	N	O	F	11,12
43. Make daily lesson plans	N	O	F	N	O	F	13,14
44. Decide on discipline methods	N	O	F	N	O	F	15,16
45. Make subjective entries in student records	N	O	F	N	O	F	17,18
46. Introduce a math concept to a class	N	O	F	N	O	F	19,20
47. Set criteria for a subjective test	N	O	F	N	O	F	21,22

PART FOUR: TEACHER AIDE SATISFACTION

Please rate your degree of satisfaction with each of the following:
(Circle the appropriate number.)

TO WHAT EXTENT ARE YOU SATISFIED WITH	Highly Dissatisfied	Moderately Dissatisfied	Slightly Dissatisfied	Slightly Satisfied	Moderately Satisfied	Highly Satisfied	Not Applicable	CC
1. the willingness of teachers to overcome teacher/teacher aide personality conflicts	1	2	3	4	5	6	N/A	23
2. the ability of aides to perform their tasks independent of supervision	1	2	3	4	5	6	N/A	24
3. the willingness of aides to work directly with students	1	2	3	4	5	6	N/A	25
4. the attitude of aides with students	1	2	3	4	5	6	N/A	26
5. the receptivity of teachers to constructive criticism	1	2	3	4	5	6	N/A	27
6. the willingness of teachers to offer suggestions to improve aide performance	1	2	3	4	5	6	N/A	28
7. the willingness of teachers to involve aides in daily planning	1	2	3	4	5	6	N/A	29
8. the time available for daily planning with teachers	1	2	3	4	5	6	N/A	30
9. the willingness of aides to attend staff meetings	1	2	3	4	5	6	N/A	31
10. the availability of in-service sessions/workshops for aides	1	2	3	4	5	6	N/A	32
11. the ability of aides to cope with students while teachers are out of the room	1	2	3	4	5	6	N/A	33
12. the cooperation between aides and students	1	2	3	4	5	6	N/A	34
13. the availability of in-service sessions/workshops for teachers on the topic of aides	1	2	3	4	5	6	N/A	35
14. the ability of aides to detect student learning and behavior problems	1	2	3	4	5	6	N/A	36
15. the method of assigning aides to teachers	1	2	3	4	5	6	N/A	37
16. the ability of substitute teachers to utilize aides	1	2	3	4	5	6	N/A	38
17. the availability of consultants to assist teachers	1	2	3	4	5	6	N/A	39
18. the ability of aides to discipline students	1	2	3	4	5	6	N/A	40
19. the ability of aides to work with handicapped students	1	2	3	4	5	6	N/A	41
20. the general effectiveness of aides	1	2	3	4	5	6	N/A	42
21. the general qualifications of aides	1	2	3	4	5	6	N/A	43
22. the availability of consultants to assist aides regarding teachers	1	2	3	4	5	6	N/A	44
23. the willingness of aides to seek further education	1	2	3	4	5	6	N/A	45
24. the ability of aides to fulfill teacher expectations	1	2	3	4	5	6	N/A	46
25. your working directly with students	1	2	3	4	5	6	N/A	47
26. your working directly with materials rather than students	1	2	3	4	5	6	N/A	48

APPENDIX B

TEACHER QUESTIONNAIRE

FACULTY OF EDUCATION
DEPARTMENT OF EDUCATIONAL
ADMINISTRATION

THE UNIVERSITY OF ALBERTA
EDMONTON, CANADA
T6G 2G5

Masters Suite,
7th. Floor,
Education Administration,
February 27, 1979.

Dear Teacher,

The enclosed questionnaire is being distributed to all teachers with School Aides 1 in the Edmonton Separate School System. Responses to the questionnaire will be used to complete an important part of my thesis at the University of Alberta. The focus of this thesis is the training, utilization and satisfaction of teacher aides.

The questions are designed to elicit your opinions on the training, use of, and satisfaction with aides. Your response will be grouped with those of other teachers in the school system.

The questionnaire will be used for research purposes, and anonymity of individual responses is assured. If I failed to deliver the questionnaire to you personally, may I request that you leave the sealed questionnaire at the office to be picked up at the end of one week.

A summary of the study will be made available to any individual participant that desires such information. Requests should be made by contacting me at the address which is printed on the top of this page.

Thank you for your time and consideration.

Sincerely,
R.P. Hillier
R.P. Hillier
Graduate Student

PART ONE: TEACHER BACKGROUND INFORMATION

Please check (✓) the appropriate response. CC

1-4

1--1

1. What was your age on January 1, 1979?
   1. 20-24 .... 4. 35-39 .... 7. 50-54 ....
   2. 25-29 .... 5. 40-44 .... 8. 55-59 ....
   3. 30-34 .... 6. 45-49 .... 9. 60 and over 5

2. What is your sex? 1. Female .... 2. Male 6

3. What is the highest level of education you have attained?
   1. One year of university or equivalent ....
   2. Two years of university or equivalent ....
   3. Three years of university or equivalent ....
   4. Bachelor of Education 7
   5. Bachelors degree and teaching diploma ....
   6. Two or more bachelors degrees ....
   7. Masters degree ....
   8. Other (please specify)

4. How many aides are assigned to you?
   1. One (1) aide only ....
   2. Two (2) aides 8

5. What is the number of hours per week/per aide?
   1. Aide .... hours per week 9,10
   2. Aide .... hours per week 11,12

6. What is your grade level assignment?
   1. K .... 5. 4 .... 9. 8 ....
   2. 1 .... 6. 5 .... 10. 9 13,14,15
   3. 2 .... 7. 6 .... 11. Other (please specify)
   4. 3 .... 8. 7 ....

7. How many years of experience do you have as an educator? (Count the present year as a full year.)
   1. Total .... years 16,17
   2. In your present school .... years 18,19
   3. In your present district/division .... years 20,21

8. Did you select or were you involved in the selection of your aide(s)?
   1. No ....
   2. Yes 22

PART TWO: TEACHER TRAINING REGARDING THE USE OF AIDES

Please check (✓) the appropriate response. CC

1. Have you attended training sessions(in-services, workshops,etc.) on the topic of aides?
   1. No ....
   2. Yes 23

2. If yes, was the training session you attended given by:
   1. a teacher? 24
   2. a principal? 25
   3. a consultant? 26
   4. Other (please specify) 27

3. Was your aide present at this training session?
   1. No ....
   2. Yes 28

4. When did you last attend a training session on the topic of aides?
   1. this year ....
   2. last year 29
   3. three years ago ....

5. If you attended a recent training session (in-service, workshops,etc.) on the topic of aides, briefly describe what was covered.

6. Should teachers receive training in the use of aides?
   1. No .... Why?
   2. Yes .... Why? 30

7. Should aides accompany their teachers to in-service sessions or workshops?
   1. No .... Why?
   2. Yes .... Why? 31

8. Should training sessions be made available for aides?
   1. No .... Why?
   2. Yes .... Why? 32

PART TWO: TEACHER TRAINING REGARDING THE USE OF AIDES

9. What should be covered in future in-services or workshops for aides? Please rank the topics in order of importance by placing a number (1) through (7) in the rank order column. Number (1) being most important and number (7) being least important.

TOPICS	RANK ORDER	CC
Duplicating, audio-visual equipment techniques	....	33
Children's games, musical activities and classroom materials, etc.	....	34
Library and filing techniques	....	35
Tasks and responsibilities of aides	....	36
Student supervision	....	37
Child development	....	38
Student learning disabilities	....	39

What other topics should be covered?

10. In training your aide, did you or your aide use any guides, outlines, textbooks, handbooks, etc. regarding the training, tasks and responsibilities of aides? For your assigned aide please describe briefly the materials utilized.

1. Aide 1. No ....
   2. Yes .... (please describe briefly) 40

2. Aide 1. No ....
   2. Yes .... (please describe briefly) 41

PART THREE: TEACHER AIDE ACTIVITIES

This section lists 47 activities which may be performed by teacher aides. You are asked to indicate the activities that aides do perform (ACTUAL) and the activities that aides should perform (PREFERRED).

Please circle the appropriate letter in this section according to the following scale:

N - Never
O - (occasionally)- three or four times a month
F - (frequently)- daily or several times a day

EXAMPLE:

	ACTUAL	PREFERRED
Feeds the goldfish	[✓ N] O F	N [✓ O] F

In this response the respondent indicated that the aide does not perform the activity, but that the respondent would like an aide to perform the activity three or four times a month (occasionally).

	ACTUAL			PREFERRED			CC
ACTIVITIES	Never	Occasionally	Frequently	Never	Occasionally	Frequently	1-4 2--2
1. Collecting money e.g. student fees, school pictures	N	O	F	N	O	F	5,6
2. Telephoning on routine matters	N	O	F	N	O	F	7,8
3. Filing resource materials	N	O	F	N	O	F	9,10
4. Keeping inventory of equipment and supplies	N	O	F	N	O	F	11,12
5. Typing, duplicating, preparing stencils and transparencies	N	O	F	N	O	F	13,14
6. Filing reports	N	O	F	N	O	F	15,16
7. Preparing library cards	N	O	F	N	O	F	17,18
8. Setting up parent-teacher interviews, date, time	N	O	F	N	O	F	19,20
9. Writing assignments on blackboard	N	O	F	N	O	F	21,22
10. Supervising clean-up time	N	O	F	N	O	F	23,24
11. Arranging materials for lessons	N	O	F	N	O	F	25,26
12. Work with teacher supervising student work areas	N	O	F	N	O	F	27,28
13. Distributing and clearing away equipment	N	O	F	N	O	F	29,30
14. Assisting with coats, overshoes, etc.	N	O	F	N	O	F	31,32
15. Keeping bulletin boards neat and current	N	O	F	N	O	F	33,34
16. Obtain films, filmstrips, etc. and related equipment such as projectors	N	O	F	N	O	F	35,36
17. Assembling resource collections, indexing and storing, e.g. minerals, maps	N	O	F	N	O	F	37,38
18. Organizing and cataloging resource materials, e.g. films	N	O	F	N	O	F	39,40
19. Taking care of a class for a few minutes while the teacher is called away	N	O	F	N	O	F	41,42
20. Arrange and supervise games under direction of the teacher	N	O	F	N	O	F	43,44

PART THREE: TEACHER AIDE ACTIVITIES

Please circle the appropriate letter.

ACTIVITIES	ACTUAL			PREFERRED			CC
	Never	Occasionally	Frequently	Never	Occasionally	Frequently	
21. Assisting with routine health tasks	N	O	F	N	O	F	45,46
22. Maintaining order in a regularly-scheduled study hall	N	O	F	N	O	F	47,48
23. Making arrangements for student tours and field trips	N	O	F	N	O	F	49,50
24. Help supervise field trips with the teacher	N	O	F	N	O	F	51,52
25. Assist in general supervision duties on the playground and in the school	N	O	F	N	O	F	53,54
26. Reproducing sound tapes	N	O	F	N	O	F	55,56
27. Setting up, operating and removing audio-visual equipment	N	O	F	N	O	F	57,58
28. Assisting the teacher in the administration of objective tests	N	O	F	N	O	F	59,60
29. Conducting prescribed exercises with individuals or small groups	N	O	F	N	O	F	61,62
30. Assisting individuals or small groups to follow instructions given by the teacher	N	O	F	N	O	F	63,64
31. Listening to students read orally, record difficulties and report to the teacher	N	O	F	N	O	F	65,66
32. Preparing instructional materials, e.g. cutouts	N	O	F	N	O	F	67,68
33. Instruct students in the proper and safe use of tools and equipment	N	O	F	N	O	F	69,70
34. Encourage and promote etiquette and good manners within the school	N	O	F	N	O	F	71,72
35. Listen to students read their own stories	N	O	F	N	O	F	73,74
36. Prepare special demonstrations in art, science, etc.	N	O	F	N	O	F	75,76
37. Provide musical accompaniment	N	O	F	N	O	F	77,78
38. Tell or read stories to groups or classes	N	O	F	N	O	F	79,80
							CC
							1-4
							2--3
39. Assist the teacher in conducting group discussions	N	O	F	N	O	F	5,6
40. Help students locate research and reference materials suggested by the teacher	N	O	F	N	O	F	7,8
41. Act as a volunteer resource person in an enrichment or special interest topic	N	O	F	N	O	F	9,10
42. Assist and encourage students in independent study	N	O	F	N	O	F	11,12
43. Make daily lesson plans	N	O	F	N	O	F	13,14
44. Decide on discipline methods	N	O	F	N	O	F	15,16
45. Make subjective entries in student records	N	O	F	N	O	F	17,18
46. Introduce a math concept to a class	N	O	F	N	O	F	19,20
47. Set criteria for a subjective test	N	O	F	N	O	F	21,22

PART FOUR: TEACHER SATISFACTION

Please rate your degree of satisfaction with
each of the following:
(Circle the appropriate number.)

TO WHAT EXTENT ARE YOU SATISFIED WITH	HIGHLY DISSATISFIED	MODERATELY DISSATISFIED	SLIGHTLY DISSATISFIED	SLIGHTLY SATISFIED	MODERATELY SATISFIED	HIGHLY SATISFIED	NOT APPLICABLE	CC
1. the willingness of aides to overcome teacher/teacher aide personality conflicts	1	2	3	4	5	6	N/A	23
2. the ability of aides to perform their tasks independent of supervision	1	2	3	4	5	6	N/A	24
3. the willingness of aides to work directly with students	1	2	3	4	5	6	N/A	25
4. the attitude of aides with students	1	2	3	4	5	6	N/A	26
5. the receptivity of aides to constructive criticism	1	2	3	4	5	6	N/A	27
6. the willingness of aides to ask for suggestions to improve aide performance	1	2	3	4	5	6	N/A	28
7. the willingness of aides to be involved in daily planning	1	2	3	4	5	6	N/A	29
8. the time available for daily planning with aides	1	2	3	4	5	6	N/A	30
9. the willingness of aides to attend staff meetings	1	2	3	4	5	6	N/A	31
10. the availability of in-service sessions/workshops for aides	1	2	3	4	5	6	N/A	32
11. the ability of aides to cope with students while teachers are out of the room	1	2	3	4	5	6	N/A	33
12. the cooperation between aides and students	1	2	3	4	5	6	N/A	34
13. the availability of in-service sessions/workshops for teachers on the topic of aides	1	2	3	4	5	6	N/A	35
14. the ability of aides to detect student learning and behavior problems	1	2	3	4	5	6	N/A	36
15. the method of assigning aides to teachers	1	2	3	4	5	6	N/A	37
16. the ability of substitute teachers to utilize aides	1	2	3	4	5	6	N/A	38
17. the availability of consultants to assist aides	1	2	3	4	5	6	N/A	39
18. the ability of aides to discipline students	1	2	3	4	5	6	N/A	40
19. the ability of aides to work with handicapped students	1	2	3	4	5	6	N/A	41
20. the general effectiveness of aides	1	2	3	4	5	6	N/A	42
21. the general qualifications of aides	1	2	3	4	5	6	N/A	43
22. the availability of consultants to assist teachers regarding aides	1	2	3	4	5	6	N/A	44
23. the willingness of aides to seek further education	1	2	3	4	5	6	N/A	45
24. the ability of aides to fulfill teacher expectations	1	2	3	4	5	6	N/A	46
25. aides working directly with students	1	2	3	4	5	6	N/A	47
26. aides working directly with materials rather than students	1	2	3	4	5	6	N/A	48

APPENDIX C

EARLY CHILDHOOD SERVICES MATERIAL

TEACHER ASSISTANT

DUTIES:

1. She will be required to observe the children and the teachers or supervisors and to learn to identify each child by name.

2. She may be asked to make observations regarding children's behavior to the teacher.

3. She will be required to prepare materials

   - the sandbox - tidy and set out
   - the housekeeping area - tidy and set out
   - table for snacks - tidy and wipe, set out dishes
   - mix paints
   - make finger paints and dough
   - set out materials for paper work, woodwork, etc.

4. She will be required to relate directly with the children

   - reading stories to one child or a small group
   - supervising play area outside
   - helping with coats, mittens, etc.
   - helping with wash up and toileting
   - taking them on a walk
   - taking them on field trips
   - talking to children as frequently as possible
   - supervising rest periods
   - helping with activities carried on by children

5. She will be required to protect children from harm

   - helping with immunization procedures
   - caring for materials and equipment properly
   - isolating ill children
   - knowing emergency procedure in case of fire, accident, illness
   - knowing elementary first aid
   - supervising children's whereabouts at all times

GOALS:

1. With the child

   - to have the child learn to trust the assistant
   - to make the child feel loved and wanted even if what he is doing is unacceptable
   - to help each child know that he is an individual
   - to guide child's learning
     - skills
     - self-confidence
     - fitting into group

- understanding of world
- sense of responsibility

2. With the parents
    - to make the parent-child tie strong
    - to make the parent feel welcome and accepted
    - to accept parental attitudes without reacting to them

3. With other staff
    - to cooperate with other staff members for the good of the children
    - to follow the work schedule set out and participate fully in duties
    - to accept supervision direction and suggestions of supervisors without reacting personally
    - to communicate with other workers -- discuss ideas frankly, disagree without unpleasantness

    - to respect the abilities of others and realize that each has something to contribute

4. With her profession
    - to have a sufficiently interesting life that child care does become one's whole life
    - to trust herself and her abilities
    - to become competent in her work
    - to continue learning about her profession

COMMENTS FOR TEACHER ASSISTANTS

1. The children will call you by name.

2. Try to understand the child's needs, and be warm and friendly towards him.

3. Remember the child is your first consideration at all times when you are assigned to the child centre.

4. Always call a child by his own name.

5. Keep your voice soft.

6. Walk slowly, talk slowly, sit down whenever possible.

7. Never leave children alone when they are left in your care!

8. Allow the children to do things by themselves when they can, but be ready to help them when needed.

9. Give orders as little as possible.

10. Make sure children understand and obey basic rules for safety and tidying up the room.

10. Prepare your equipment and set up play centres before the children arrive!

12. Read your instructions and timetable carefully.

13. Remember the child will learn from your behaviour.

14. Be sure the centre is left neat and tidy.

15. Do not leave until all the children have been picked up by their parents or responsible persons.

16. Ask for help and advice if you need it.

CHILD CENTRE

Play centres should be prepared before children come. Easels set up with paints and brushes. Water play dishes ready - play dough set out, etc. (See time table for your duties.)

See that every child is busy. Let the child choose his own activity, but interest him by suggesting what he might do.

Do not hover over children or fuss around them. Do talk to them if they want to talk to you.

Show children how to put away one piece of equipment or material before moving to another area, unless another child is going to use it immediately. Then say "It's all right this time, John is going to play with it and he will tidy up when he finishes.

See that table activities are carried on at the tables, floor activities on the floor.

General Limits for Child Centre

1. No running indoors. If children forget and run, see that they go quietly back and retrace their steps, walking, saying "We walk inside. We may run when we go outside."
2. No shouting or loud voices. Assistant talks in a quiet voice.
3. Sit on the floor, cushions or chairs -- not shelves or tables.
4. Climbing is allowed only on equipment designed for this purpose.

When child forgets, remind him only once. Then remove him to a chair by himself until he can do it the right way.

Make your suggestions positive rather than negative. Tell him "what to do", not "what not to do." Example "Pour the water over the sink", not "Don't pour the water on the floor." "You may have a turn when Susan is through", not "Don't pull the buggy from Susan."

Basic Points to Remember When Managing Small Children

1. All children love and need attention.
2. Children imitate the actions and speech of those around them.
3. Directions should be given slowly and in simple words.
4. Grown-ups should always be reasonable.

5. Discipline should be consistent -- the same kind of punishment for the same kind of behaviour each time.

6. Assistants must follow teachers' directions on discipline.

7. Children should be refused privileges when it is for their own good.

8. Routines, such as recess, snack time, toilet, should be kept at regular times.

9. Punishment should never be threatened unless it can be carried out.

10. Suggestions should be positive -- "Do this" instead of "Don't".

11. Questions should be answered very simply and truthfully.

Difficulties and Treatment

Refusal to put toys away -- especially blocks -- Remind him "It's time to put your blocks away." Say, "I'll help you." (Never say, "You help me.") It's a child job. Give him a choice: "Will you put away the big ones or the little ones?"

If continued refusal - "You can sit on a chair until you are ready to put your blocks away."

Things in mouth - "If you want to put the brush in your mouth, you won't be able to paint."

Wandering around - "Do you know how to make a house for the animals? I'll show you." Start him off and then withdraw.

Hitting, pushing, etc. - "If you can't play without disturbing the others you'll have to play by yourself." Don't nag - remind him only once. Remove him to a place alone if he continues to disturb others, and remain with him until he agrees to co-operate.

Temper Tantrums

Temper tantrums are signs of childish behaviour. They are a child's desperate effort to get what he wants. Children have to learn to outgrow them.

If a child is told "no" when he asks for something, and begins to scream and kick, do not give in. He must learn that he gets what he wants by good behaviour.

To help a child overvome a temper tantrum, an adult must be calm and firm.

It is best to pay no attention except to remove the child from the group and say "You may come out with the others when you can behave properly." An adult should remain with him.

After a tantrum a child may feel insecure and need a little extra attention or affection. Be sure that his need is met.

TEACHER ASSISTANT

SECTION II

Following are some additional suggestions or guidelines for aides giving assistance in an early childhood classroom.

Clerical

- Collecting money, e.g. student fees, school pictures, etc.
- Keeping attendance records and follow-up on absences.
- Filing reports.
- Keeping inventory of equipment and supplies.
- Preparing library cards.
- Typing, duplicating, preparing stencils and transparencies, etc.
- Filing resource materials.
- Setting up parent-teacher interviews -- date, time, names, etc.
- Telephoning on routine matters.

Classroom Maintenance and Administration

- Work with the teacher supervising student work areas.
- Arranging materials for lessons.
- Distributing and clearing away equipment.
- Supervising clean-up time.
- Assisting with coats, overshoes, etc.
- Keeping bulletin boards neat and current.
- Writing assignments on blackboards .
- Arranging interesting study areas, e.g. reading area, science corner, etc.

General Non-Instructional

- Obtain films, filmstrips, supplementary books, pictures, etc. and related equipment such as projectors, record players, etc.
- Assembling resource collections, indexing and storing, e.g. artifacts, minerals, maps, etc.
- Organizing and cataloging resource material, e.g. picture file, filmstrips, etc.
- Taking care of a class for a few minutes while the teacher is called away.
- Arrange and supervise games under direction of the teacher.
- Checking library books in and out and helping pupils locate library books.
- Assisting with routine health tasks.
- Maintaining order in a regularly-scheduled study hall.
- Making arrangements for student tours and field trips.
- Help supervise field trips with the teacher.
- Assist in general supervision duties on the playground and in the school, e.g. washrooms, corridors, cafeterias, etc.

Audio-Visual Assistance

- Reproducing sound tapes.
- Setting up, operating and removing audio-visual equipment.
- Organizing, instructing pupils as audio-visual operators.

Instruction-related

- Assisting the teacher in the administration of objective tests.
- Conducting prescribed drill exercises with individuals or small groups.
- Assisting individuals or small groups to follow instructions given by the teacher in the classroom.
- Preparing instructional materials, e.g. flash cards, cutouts, alphabet cards, business forms, etc.
- Listening to pupils read orally; record difficulties and report to the teacher.

- Instruct pupils in the proper and safe use of tools and equipment.

- Encourage and promote etiquette and good manners within the school.

- Listen to pupils read their own stories.

- Prepare special demonstrations in art, science, etc.

- Provide musical accompaniment.

- Tell or read stories to groups or classes.

- Assist the teacher in conducting group discussions.

- Help pupils locate research and reference materials suggested by the teacher.

- Act as a volunteer resource person in an enrichment or special interest topic.

- Assist and encourage children in independent study.